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THE Oswego state normal school has been foremost ever since its commencement in every educational thing that is good. It first formulated Pestalozzianism in this country, and has been first in everything educational; so that its name is a synonym for what is true, good, and new in education. It has now undertaken to push the hygienic dress reform, or at least Dr. Mary V. Lee is one of its foremost teachers. She takes special care of the health of the young ladies and sees to it that they wear their hosiery suspended by side elastics attached to proper supports at the waist or by none at all. The *Palladium* says that the explanation made by Dr. Lee to her classes for this reform seems to be based entirely upon common sense. The old style, she says, whether worn above or below the knee, hinders a free circulation, prevents development, and is injurious to the ladies. There is no society belonging to the "Order of the Garter" in Oswego. Dr. Lee takes great pride in the physical health of her pupils. A correspondent says that if there is one thing more than another in the curriculum of Oswego that Dr. Lee takes a pardonable pride in, it is her classes in physical culture. A healthy, active mind, she believes, should be supported by a healthy bodily development, and she proposes doing her full share in bestowing both on the pupils under her charge. She first made war upon the corset and tight lacing; then she gave her attention to the high-heel shoes worn by the young lady students. The first mentioned garments were supplanted by snug fitting waists, and now a pupil of the normal can be told by the style of her shoes.

The French high heels have given way to a common sense, easy shoe, with heels not more than a half inch high, and they look better and the girls certainly walk better in them. These reforms have all been made quietly and without fuss. At first they were opposed by some of the young women who wished to follow the dictates of dame fashion, but all opposition has gradually died away, and the pupils are frank enough to admit the wisdom of Dr. Lee's rules.

There is wisdom here. This correspondent proceeds to say that it is a fact that one of the finest gymnasiums in the state is to be found in the normal school. There are Indian clubs of assorted sizes, dumb-bells, parallel bars, horizontal bars, trapezes, swinging rings, chest pulleys, and other apparatus found only in first class gymnasiums. The girls take kindly to the apparatus, though most of them are at first inclined to be shy of the trapezes. In the gymnasium room they wear loose suits of dark material, consisting of a blouse and skirt. They are gradually initiated into the uses of the muscle developers to be found there, and it is not an uncommon thing to see one of the girls take a short run, give a light spring, and, catching hold of a horizontal bar or trapeze, swing herself backward and forward for a few moments, and then gradually and with the agility of an acrobat, pull herself up and over the bars or into the rings.

If Dr. Lee's training is accountable for the bright eyes, clear complexion, and graceful carriage of the average Oswegoite, then she is indeed to be congratulated upon the good work in which she is engaged.

TEACHERS have something else to do than to teach, and a part of this "something else" is the promotion of historical associations. State Superintendent Shinn, of Arkansas, has been doing this extra-professional work to good purpose. The object of his society he states to be the getting of —

1. Old letters, journals, and manuscript statements of pioneer settlers relative to the early history and settlement of the state, with sketches of prominent citizens either living or dead, and acts relative to the Indian tribes, chiefs, and warriors; also Indian implements, ornaments, and curiosities.

2. Newspapers, exchanges, or papers of old and curious print and date, pamphlets, magazines, catalogues of institutions of learning, minutes of ecclesiastical associations, conventions, conferences, and synods, with their origin and history.

3. Information respecting ancient coins or other curiosities found in the state. Drawings and descriptions of any ancient mounds or fortifications, with articles found in them.

4. Indian geographical names; names of streams and localities in the state and their significations.

5. Books of all kinds, and especially such as relate to American history, travels, and biographies in general, and in the West in particular, family genealogies, maps, historical manuscripts, autographs of distinguished persons, coins, medals, paintings, portraits, statues, and engravings.

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All of this is a debt the present generation owes to the future, and, we had almost said, to the past also. What would our schools be without history, and this has only been made possible by the labors of such writers as Herodotus, Cæsar, Macaulay, and Bancroft. Everything relating to the past is his-

tory. We have an old lamp from Damascus—it is history; we also have a curious granite ring from the mound builders—this is history, too. If we should fill our school-rooms with history, it would be a good thing. The dry-as-dust teacher who opens a book like Hallam's, and says, "You may learn ten pages for to-morrow's lesson," and then "hears it recited," deserves to have his breath stopped with the dust of ages. His sin consists, not in teaching history, but in the consummate ignorance of thinking that he does. Such collections as Mr. Shinn proposes, would be living, talking, lessons which all pupils would take the keenest delight in.

SOMEBODY in Philadelphia has been counting up the number of text-books in use in the public schools of that city, and he concludes that:

Of Algebra there are eleven different kinds. There are fifty-six arithmetics to choose from. Five astronomies are on the list, all for reference in the central school. Five systems of book-keeping are included, two for use in the central school. Of writing and reading charts there are thirteen. Five books on chemistry are used for reference in the central school. Civil government can be studied up in ten different books. On composition and rhetoric there are twenty books, two being for reference and three for use in the central school. Scholars may learn to write out of twenty-seven different kinds of copy-books. Of dictionaries there are sixteen, including French and German, four being for the central school and five for reference. Seven different styles of drawing books are in use—three for reference, two for the central school, and two for the training school. There are twenty-six geographies, each being in use in the central and in the training school; and also eight different geometries, all for use in the central school. Twenty-four different grammars ought to help scholars understand the use of language. The histories number thirty-nine, and of these fourteen are for reference and nine are for use in the central school. Languages are taught out of seventy-nine different books, and all in the central school. The languages include German, French, and Latin. There are fifty-five text-books on literature, one of these being for reference at both the central and the training school. Of maps there are eighty-five of all sorts and sizes, mainly wall maps. Seventy-two methods of teaching are for reference in both the central and the training school. Of music books and charts there are thirty-six different kinds, three being in use at the training school. Six different text-books on physiology are in use, all for reference in the central school. Of primers and leaflets there are eighteen different kinds for use. In readers there is every chance for choice, the total being 129. Of globes and school apparatus there are nineteen different kinds. Twenty text-books on science and natural philosophy fill out the list for reference at the central and the training school. There are sixteen spellers. As if the choice of readers might not be wide enough there is a list of supplementary ones numbering 109.

If the excellence of our public schools depended upon the number, size, and quality of books studied in them we could fold our hands in most self-satisfied composure, and hope for nothing better, for a thousand years to come, but we are confronted with the solid fact that good books do not make good schools any more than good coats and dresses make good teachers. We are realizing that a poor teacher can put a good book to a bad use. What kind of teachers use these books in Philadelphia? This is the question some expert should answer, not only in Philadelphia, but in all other cities of this Union. Some of the very best teaching has been done without books, and some of the poorest with them. It is the teacher that makes the difference—yes, the teacher.

THE COMMERCIAL VALUE OF THINKING.

This is the least valuable product of school-work. In reality it is not money the teacher is after; yet, as society is constituted, we must have it. Business occupies the sole thought of tens of thousands. Let any one watch our crowded streets, and mix with the commercial world, and he will find that the talk is all of trade, profit, per-cent, and new schemes for money making. Go into the church Sunday morning and just as likely as not the minister will preach a sermon on the "Divine Law of Giving." Giving what? What is made in business during the week, of course. What else could be given? Is it right to make money? Is it right to educate pupils so that they can make money? Yes, but it is wrong, —tremendously wrong, to hold up money making as the end of life's work.

But does a good education help a business man? If any one says it does not he does not know what he is talking about. Look at our inventions, and see what revolutions they have caused. What is the motive power underneath these inventions? Thinking,—nothing but thinking. And nothing stimulates thinking but education. The Bessemer steel process is an excellent example of what the thinking of one man can do. At the recent meeting of the steel and iron men of this country and England Mr. Hewitt pointed out the tremendous effects that have come from its invention.

He said that the first striking result was the cheapening in the cost of the production and transportation of food products, thus making Great Britain import at least two-thirds of its consumption. The competition of our Western wheat regions with the products of India in the English market altered the whole condition of agriculture in the British Isles. The profitable raising of wheat practically became impossible, and the farmers who had depended upon it could no longer pay the rents stipulated in their leases. A general reduction of rents, therefore, became necessary, which of course reduced the income of the landlords. The aristocracy of Great Britain is a survival of previous conditions depending for its existence upon the ownership of the land and the revenue derived from it. Hence a serious, if not fatal, blow at the domination of what may be termed the privileged class of Great Britain was struck, unintentionally doubtless, by the invention of Bessemer. We have not yet seen the final result of the competition it has introduced, but enough is apparent to show that the structure of the British government will necessarily undergo very serious changes, all tending to the transfer of power from those who own the land to the commercial, manufacturing, and working classes of the people. He thinks it is doubtful whether any event in modern times of equal significance has occurred. Sir Henry Bessemer has certainly been the great apostle of democracy, and, although he may be inclined to disavow the claim, history will record the fact that he has been the most potent factor in the reconstruction of the British constitution upon the basis, soon to be reached, of universal suffrage.

Here are results most far-reaching in their nature, all coming from the thinking of a single man. As an instance of the commercial value of education it is a capital and striking illustration.

SHORT cuts are not only fashionable, but necessary in this busy age when workmen, both of the head or hand, are required to turn out in one day what would have taken our fathers a week to do. Short ways of doing school work are numerous, but here is one that beats them all. Mr. Knoflach has undertaken to teach six-year old children to read in three weeks. He has succeeded with one little boy, and at a public exhibition the child read without the slightest hesitation, so that one could see that he knew what he was about, and when now and then he had to stop at a word, he soon worked it out all by himself, showing a wonderful development of his powers for self-reliant reasoning. He gave the names as well as the sounds of the letters, and his enunciation was marked by a surprising distinct-

ness. To prove that the matter had not been committed to memory, he was made to read several passages backward, and did so with the greatest readiness. And he read print as well as script. Some enthusiastic friends of the new "system" say that this is a wonderful triumph of the art of teaching, and do not hesitate to predict that it will create a revolution in the field of elementary instruction. But let us wait a little. Until there is an entire revolution in the method of writing our language there is no hope of any better way of learning to read than is found in the word method so generally in use. The individual skill of the teacher must give the speed.

THE Church is waking up to the necessity of scientific teaching in the Sunday schools. In view of this need a conference was held in Boston to see what could be done to give better popular facilities for the scientific study of the Bible, the result of which was that two courses, of ten lectures each, on the Old Testament history are to be given, beginning October 28; and two courses of ten lectures each on the New Testament history are also to be given. Professor Harper, of Yale university, will give both of the Old Testament courses, and Professor William H. Ryder, of Andover theological seminary, the first New Testament course. There will also be two courses in class work, both in the Old Testament and in the New. The Old Testament classes will be conducted by Professor Harper. The New Testament class, for beginners in the Greek Testament, will be in charge of Professor Marcus D. Buell, of Boston university.

This is a sensible move, from which great good will surely come. There is nothing in this world like organization and method.

THE demand for professional labor is one of the signs of the times; by this is meant not knowledge of a trade, as it is usually understood, but such labor as is connected with the art of design in some one of its many forms. Those who have a good knowledge of drawing, and can apply it practically, are sought for. Drawing is as important a subject as Arithmetic; it should be taught in all schools.

If lower education is free, why should not higher education be free also? Why not abolish all fees in all schools? It is said that if there was no fee there could be no independent choice of schools, and that free education is necessarily poor in quality. Not at all. Quality in teaching is not graded according to the cash paid for it.

IT seems impossible to get out of people's minds the conviction that money and quality are synonyms. For example, *The London Globe* says that if nursing the sick was better paid many women who take to teaching would take to nursing. Good service should be well paid for, but if it is not well paid for there is no good reason why it should be poor. We expect a teacher getting twenty dollars a month to do as well as he is able, and we cannot expect more of one receiving two hundred.

PRESIDENT CARTER, of Williams college, is probably the only school official in this country who holds two liquor licenses. This came about in the following way: The town of Williamsburg authorized the granting of two saloon licenses; but, as no saloons were opened, the people began to speculate as to the reason, and it was found that the president of Williams college had quietly bought the two licenses, and tucked them away in some safe place in his desk. This, of course, makes Williamsburg prohibition, until the licenses expire, or until President Carter makes up his mind to add a little to his somewhat meager salary by securing the profits that may come from running two saloons. It is not likely that he will grow rich from this source, as his temperance principles are somewhat permanently established. This certainly is a new phase of the prohibition problem.

AN American writer in the *London Globe* has been instituting a comparison between the educational systems of America and Germany, with results very uncomplimentary to the former. He claims that the main defect of teaching in the American schools is that only a small proportion—"not more than a fourth"—of the teachers have had any professional training for their work. The great majority are novices, so far as the art of imparting knowledge and drawing out the youthful mind is concerned. In Germany, candidates for positions in the elementary schools must have the equivalent of a normal school training of three years, and must pass two stiff examinations besides. What would the American teacher say to that? Meanwhile, this inexperience on the part of the American teacher is further aggravated and intensified by the fact that he rarely does stay long enough in one situation to get a thorough grasp of the system in vogue there. "In some quarters the rule is to make a change every term." More than this, in some quarters there is no system—no plan of studies—at all. In these cases the teacher has to make his own plan, and, if he is as inexperienced as most of his fellows, it can be imagined what a mess he makes of it. But in that respect he is probably no worse than many of the local boards which have charge of the educational agencies of their district—boards made up of persons who, though their business capacity may be great, have no special knowledge of scholastic processes or necessities.

This picture is not remarkably flattering to our pride, although we are forced to confess it has in it several points of evident truth.

THE *London Education* is very pessimistic, and so sees no sign of even the "near approach of the good time when teachers are to be freed from the ceaseless pressure of impending examinations." A deep and dark educational fog must have rested over the *Education* sanctum when these words were penned. The fog is not quite so thick in New York. Cheer up, London brother, the sun shines beyond the clouds. The star is bright in the West, if not in the East.

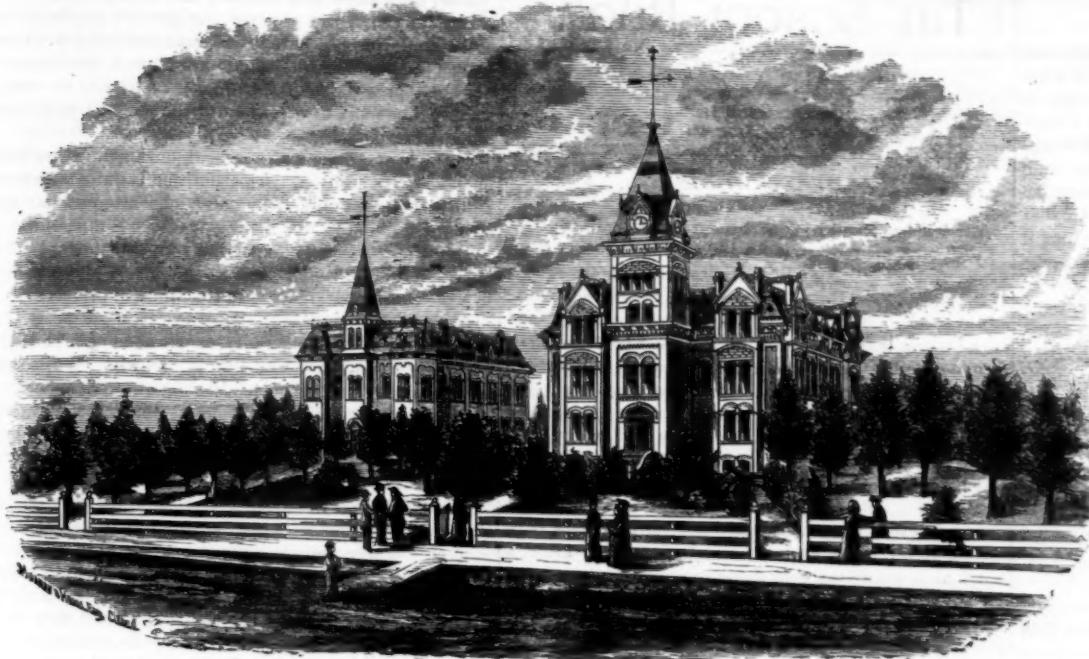
School well says that "it is not to the credit of the school system of a city like New York, the largest and richest on the continent, that it should dismiss an old, tried, and faithful public officer without notice, without reason, or without recognition of any kind." If the editor of this excellent paper had been ground out through a teaching machine he would know that tens of thousands of old and tried teachers have been summarily dismissed, for no crime except that of long and faithful service.

DR. E. E. WHITE recently said that he has "watched with increasing interest, but not a little disappointment for more than thirty years the progress of the schools in teaching the art of language." This is valuable testimony against the methods employed during this third of a century. Is it not time to search out the cause of this failure and adopt different methods? Thirty years is long enough for the testing of one way; let us now have some other,

MASSACHUSETTS has many juvenile criminals. The commissioners of prisons say that last year 2,287 persons not more than twenty years of age, including 244 girls were committed to the penal and reformatory institutions of that state, not counting the two reform schools for younger delinquents. The commitments to the above institutions of persons between twenty and twenty-five during the year, amounted to 5,674, including 663 women. It is a question that *educators* will have to deal with some time—how to prevent youth from becoming criminals, and also how to reform them when they are such. The new education has profound sympathy for lambs astray!



THE publication of this little paper has aroused great interest among the teachers. It is an eight-page paper issued on the 25th of the month; price, only 30 cents per year. We send a copy to each of the readers of THE SCHOOL JOURNAL with this issue. It is destined to be popular, for it has everything about current matters that it is useful for pupils to know.



THE OHIO NORMAL UNIVERSITY.

The above cut represents two of the buildings of the Ohio normal university. They are capacious edifices, devoted to recitation rooms, chapel, literary halls, libraries and reading rooms, cabinets, physical, chemical, and pharmaceutic laboratories, etc. The institution has had a phenomenal growth. Founded in 1871 by Pres. H. S. Lehr, who is still at its head, it has grown to the dimensions of a university whose last annual enrollment was two thousand four hundred and seventy-six students. This patronage came from twenty-six different states and territories, and three foreign countries. The institution comprises ten departments: Literary, commercial, engineering, military, law, musical, fine art, telegraphic, stenographic, and pharmaceutic. The literary department includes five courses: University, classical, scientific, teachers', and preparatory. These departments are vigorously sustained and largely attended. The literary societies are the largest in the state. The military department is in charge of an officer of the regular army, detailed by the secretary of war, and is shown by statistics at Washington to be the largest department of the kind in the Union. One of the chief peculiarities and attractions of the institution is that it is not endowed, but depends for success on the energy and enterprise of its board of instruction, and the thoroughness of its work. It is free from sectarian bias, is pervaded by a healthful moral and religious atmosphere, and it furnishes thorough educational advantages to students at slight expense. It is a genuine product of American institutions and conditions. Students are trusted as ladies and gentlemen, and granted the largest liberty compatible with their own best interests. Its very large patronage is indicative of the hopeful fact that multitudes of the masses of the people are seeking the higher education.

SCIENCE IN THE SCHOOLS.

By G. H. FRENCH, A.M., Southern Normal University of Illinois.

The object to be attained in the study of science is threefold—the knowledge to be obtained, mental drill and all that may go with it, and the power and habit of observation.

The amount of our knowledge that is of a scientific nature is immense, and it affects us in every department of life. The steam engine in its application to all the arts of manufacture and transportation; the applications of electricity, so numerous that the whole of the time allotted me on this program might be taken up in enumeration of them; the science of chemistry in its application to our wants, from the cooking and preparation of our meals to the manufacture of medicines to cure our diseases, as well as in many ways ministering to our pleasures and comforts; the applications of botany in not only adorning our homes with beautiful plants and flowers, but in supplying our wants, as well as in generating diseases that vie with each other in the pain they are capable of inflicting on us; in short, there seems to be nothing that touches our existence here that is not in one or more ways connected with what is called science.

Now when we see that very little or no science is taught in the lower schools, and that when the pupil gets to the high school or the college, the love of nature as well as the power of observation have been educated out of him, the cry ought to be raised for the sciences to be taught in the lower schools. If we add to this the two facts that a very large part of the children never reach the high school, much less the college, and the other fact that education in those sciences relating to ourselves and our surroundings prolong the average of human life, the case is made still stronger.

The theory that some studies are disciplinary and some are not is in a great measure a thing of the past, it being now conceded that it is not so much what is studied as how it is studied that produces the best results in developing the mind. The study of the natural sciences is specially adapted to this end. The first faculty of the child to develop is perception, and the study of nature is well calculated to aid in its development. Just as soon as the child is placed under my care he should have his first lesson. He should be encouraged to see every object of nature that comes within his way, and to learn all he can about it by his own means, and this should be supplemented by whatever additional facts I can (or think best to) add to that which he has gained alone. If children of the lower grades are encouraged to bring to the school-room whatever they can find, a pebble, a flower, a butterfly, a shell either from some brook or found under some old log, or from some distant seashore, these may each be made the subject for a talk that will do much towards awakening in their young minds a knowledge of the many forms of nature, and a desire to know more of her ways. With this development of the perception and the observation, will come later the ability to classify and the power to reason. After the study of the simpler forms as found in the first objects brought to the teacher, the more complex will justly claim the attention, in which the child may be almost led to see without telling him the homologies of the wing of a bird, the fore leg of a cat or dog, and his own arm. These elements in classification will naturally lead to others, till the child is able to grasp many of the problems of nature. It will be seen here that mental discipline and the power of observation must go hand in hand in such a system of teaching.

The child should learn to see those features of structure of animals and plants that adapt them to their surroundings; such, for instance, as why birds have wings, fishes fins, and from that to the more complex, as the mammalian character of the whale, though so fish-like in its appearance. All of these not only discipline the mind in developing the perception, reason, and judgment, but teach the child to observe.

Before closing this part of my subject I want to quote a paragraph of William North Rice. He gives this interesting leaf from his experience:

"Some years ago I had the pleasure of a somewhat intimate acquaintance with a boy who, in his third summer, became very much interested in flowers, or, as he

called them, 'sowers,' for at this time his language, besides being very scanty in vocabulary, presented some marked dialectic peculiarities. Having obtained some specimens of the tawny day-lily, he noticed the long, slender bodies in the middle of the flower, and asked his mother what they were. It seemed almost absurd to be teaching botany to a baby hardly more than two years old; but his mother, having large faith in the general principle that the best way to answer a child's question is to tell the truth, told him that the things he had found were the stamens and pistil. Of course the baby did not know much about the objects which he examined. It was not time for this brain to be disturbed with matters of morphology and physiology. It was not time for him to learn that the stamens and pistils are peculiarly modified leaves, or that they are respectively the male and female organs of reproduction. But his eyes were often busy that summer in looking for the stamens and pistils in various flowers, and in that simple manner of observation he succeeded quite as well as some college juniors I have seen. And when, in after years, the time came for him to take up the study of botany more systematically, the objects of his study were to him not dim and unreal phantoms, but familiar friends."

I heartily approve of the "Agassiz Association" as an aid in science teaching. In any of our graded schools it would seem there might be boys enough interested in the subject to form a branch of the association, or "chapter" as it is called. All branches of natural history are taken up and studied in whatever order the members choose, but always in the spirit and manner of true investigation. Collections are made, museums are formed, and books obtained as aids in the work. The plan provides for weekly meetings for work, and monthly meetings for papers giving results of such work. Such a course, it is obvious, must be both interesting and profitable. It is not merely an association for boys, but has in its membership some of the most prominent scientists of our country.

HOW LONG?

By Supt. J. M. GREENWOOD, Kansas City, Mo.

About twenty years ago, the Language Hobby struck the schools of this country and it struck them "bad." It is still afflicting them, and whether the children will yet pull through it all and escape mental paralysis, is one of the questions no one can answer.

In the old medical books of this country fevers were classified under distinct names, such as bilious, intermittent, congestive, and typhoid. Then there were modified forms, not severe but annoying,—"ague and ague-shakes." Now, the practitioners, the big pill doctors, the little pill doctors, and the bread pill doctors, one and all call all fevers malaria, and there is no law this side of Thibet to prevent it.

The same latitude is conceded, or rather assumed, by those who have essayed to direct much of the so-called "Language Work" in the primary and intermediate grades of our schools. Without at present going into a minute examination of any system, I will ask any one who has taken the time to look carefully through some of the works on language teaching, how many of these are founded upon rational principles, either expressed or implied? While I do not condemn all I have read in a wholesale manner,—for there is some good in all—yet, with rare exceptions, the schemes presented, the models to be filled up, neither develop thought nor the expression of thought. A child during all his earlier years, is busy collecting words. This proposition will be agreed to by all persons who have watched children enlarge their vocabularies, or who will reflect seriously upon their own attainments. Of course, in later years, when the study of languages is entered upon for literary or philological purposes, the student adds rapidly to his word capital.

But the language books, as they are usually laid out, cramp and confine the child to the use of the same word, under the same conditions, to an alarming extent. I will illustrate:

1. John has a ball.
2. Mary has a doll.
3. Charles has an apple.
4. A cat has a tail.
5. A dog has a tail.

6. A pig has a head.
7. George has a bat.

A boy seven years old was asked to write a telling sentence about each of these objects and the above is what scintillated from his thinker. It tells its own story as well as his story, too. After the youngster used "has" once, will any language fiend, please tell what additional benefit can be derived from using it a half-dozen or a half-hundred times immediately in the same construction. There is so much of the language work that amounts to nothing, and it is carried so far, that it benumbs and deadens all intellectual activity. Suppose a little child is required to spell "boy" six hundred times, where is the benefit to him in the 599 extra spellings? When he has learned the word once—is that not sufficient? For fear some may think I am overstating the facts, I make the following extract from a last year's almanac now on the desk:—

1. A bird has a head.
2. A bird has a body.
3. A bird has wings.
4. A bird has two feet.
5. A bird has toes.

The generalization from these inferential sentences would run thus:—A bird has a head, body, wings, legs, feet, and toes.

The description tells more by what it does not express than by what it asserts, and leaves a much wider field for the play of the imagination. The bird may be either large or small, young or old, picked or unpicked, of this kind or that, dead or alive, tame or wild, etc., etc., but the five sentences add nothing to what the child already knows. But the story stops short. It is not even interesting, and yet little children are put to this work for months and possibly for years, dull as it is. With such instruction, is it any wonder that children pass through the schools unable to use the language properly after all the *eternal drill* they have had?

I imagine that men and women now living can be found, who can use the English Language with considerable success, and yet in all their childhood days, they never sat for hours building sentences after a specific pattern. Architects model houses after plans, and it is barely possible that the same idea has found a lodgment in the craniums of some of our teachers, and there petrified. This is the most charitable view to take, and charity covers a multitude of mistakes, even in language teaching. It is high time that methods and devices in language should be put on the stand to give a good account for their further tolerance.

Systems are to be measured by what they do for the pupils, and what the pupils are able to do for themselves.

GENERAL GRANTS WORDS ON EDUCATION.

"Now, the centennial year of our national existence, I believe, is a good time to begin the work of strengthening the foundation of the structure commenced by our patriotic forefathers one hundred years ago at Lexington. Let us all labor to aid all needful guarantees for the security of free thought, free speech, a free press, pure morals, unfettered religious sentiments, and of equal rights and privileges to all men irrespective of nationality, color, or religion. Encourage free schools, and resolve that not one dollar appropriated for their support shall be appropriated to the support of any sectarian schools. Resolve that neither the state nor nation, nor both combined, shall support institutions of learning other than those sufficient to afford to every child growing up in the land the opportunity of a good common school education, unmixed with sectarian, pagan, or atheistical dogmas. Leave the matter of religion to the family altar, the church, and the private school, supported entirely by private contributions. Keep the church and the state forever separate. With these safeguards I believe the battles which created the army of the Tennessee will not have been fought in vain."

Explanatory of this he wrote Jan. 4, 1876, "I may have expressed my views imperfectly. My idea is this:

"That the state or nation, or both combined, shall furnish to every child growing up in the land the means of acquiring a good common school education. Such is my idea, and such I intended to have said. I feel no hostility to free education going as high as the state or national government feels able to provide, protecting, however, every child in the privilege of a common school education before public means are appropriated to a higher education for the few."

THE teacher or principal who has to bring outside assistance into his class-room in order to assist in governing his pupils confesses an inexcusable weakness.

THE SCHOOL ROOM.

Oct. 18.—SELF AND PEOPLE.
Oct. 25.—DOING AND ETHICS.
Nov. 1.—LANGUAGE AND THINGS.
Nov. 8.—EARTH AND NUMBERS.

HEALTH HINTS.

The teacher should give frequent talks about the care of the body, neatness in dress and person, choice of food, sleep, and everything that pertains to the pupil's self.

BATHING.—The time for the cold bath is immediately after rising. The body is warm, and can bear cold water better than than at any other time. The nerves need bracing, and if the system is strong enough to resist the shock, cold water is best; if not it is wiser to use tepid water. There should be a prompt reaction after a cold bath. The surface of the skin being chilled by cold water, the blood rushes to the heart and other vital organs making them work more vigorously than usual, then coming back to the skin, warms and stimulates it. This reaction is what makes cold baths healthy. A bath should never be taken immediately before or after a meal, as it interferes with digestion.

CLOTHING.—Winter clothing should be warm, to expel the cold and retain the heat of the body. In summer, clothing should be chosen that will not absorb the heat of the sun, while it should allow the heat to pass from the body. Linen is a good conductor of heat, and is pleasant for summer wear. Cotton is warmer than linen, and is a better protection against sudden changes. Woolen is better than either, for wear in our changeable climate.

CARE OF THE FEET.—The feet should be kept dry and warm, and bathed very frequently. Shoes should be plenty large, otherwise they will pinch the feet and cause corns, and bunions, and ingrowing nails. The teacher should teach the children that a broad-soled, low-heeled shoe is preferable to a narrow French heeled shoe, both as a matter of good taste and comfort. The boots should be kept blacked and buttons sewed on. Nothing shows more than carelessness about the feet.

CARE OF THE HANDS.—The hands should receive careful attention. No child should be tolerated in school with grimy hands. If they are sent from home with dirty hands there should be washing appliances at the school-house. The teacher should see that the nails are kept clean, and in cases where the skin has grown down around the root of the nail, she should tell her pupils that the white half moon is intended to be seen. She should tell them to push the skin away with a towel till this part shows. Many children have a habit of biting the nails, and the teacher should not allow this form of cannibalism. If the pupils have warts, they may be cured by a few applications of nitric acid. Caution must be used to keep it from touching the surrounding skin.

THE TEETH.—The teacher should lay particular stress upon the care of the teeth, so that the children will no more neglect brushing their teeth than washing their faces. The teeth should be brushed after each meal, if possible, but at least once a day in tepid water, and two or three times a week soap or powdered chalk should be used. It is best to be wary of tooth powders and pastes; these bring business to the dentist. Extremes of heat and cold should be avoided; they are very injurious to the enamel.

SOUND BODIES.

"Are their spines straight and sound?" This was the question asked a teacher who had said she had forty pupils and all were orderly. It startled her. It is worth while to look over the school-room. How many of the children sink in at the shoulders. Notice the wrinkles in the coat or dress because they stoop forward.

The life is more than meat; the health of the body is worth more than the facts they will learn about Africa. Do your pupils sit erect? How do they walk? Have they an easy, springing step, or a slouching gait? How do they breathe? Are they nearsighted? Do they take proper exercise? Are they snuffing with colds they might cure? The usual excuse offered if bodily exercise is recommended for pupils, is that there is no time.

It has been proved over and over that teachers who employ gymnastic exercises in their schools have better and brighter pupils than those who do not. A few well planned exercises will interest, benefit, and bring large results. "The free gymnastics," or those without apparatus, are best adapted to the school-room. But the

teacher must know how to select and employ them.

But, anyway, the teacher can get his pupils to sit and stand straight; here is one means of doing it. Call up one pupil and let him stand with his toes, his hips, and his chest pressed against a door if no post is at hand. The teacher will call attention to the position, and then try another pupil.

In this way pupils who are bent over will get an idea of the correct position. This position is quite different from that usually taken by those who attempt to "sit straight."

The chest must be expanded; in the lungs is the "breath of life;" we live by our lungs. Pupils are apt to have contracted chests, and this must be corrected.

Have twelve pupils stand four feet apart, arms by the side, and heels close together, toes turned out. Then let all inhale a full breath and exhale it slowly. While this is being done the teacher should show that the shoulders go back and the chest comes out. After five breaths, dismiss and call up twelve more. If attention is paid to this it will be found that the pupils will do this as an exercise on their way home.

WALKING.—Very few walk well, and the children of the country schools walk worse than those of city schools—because there is some attention paid in the latter to walking. The first thing is the correct position; this is the erect position. Gain this by standing with toes, hips, and chest pressed to the wall (a door or a post will answer); then in this position let a pupil walk across the floor. The foot must be taken up with elasticity, not with heaviness. When one pupil has tried, bring up another.

GYMNASIAC EXERCISES.

There is a tendency on the part of many teachers during the conducting of class-exercises in gymnastics, to make prominent the "display" side of the work at the expense of attention to the establishment of a correct physical development. We frequently see pupils put through a variety of motions that are of little or no use other than that of affording to the spectator pleasure, and this in the face of pronounced cases in the class demanding immediate and heroic treatment in the way of physical improvement.

The teacher of physical training in any class that has not had the advantage of continued training in physical culture, will find through an inspection of his class that there are several prominent faults needing correction. If wise he will attack these faults one at a time. If he has a department of 400 in charge, he need not be surprised to find that 350 of these stoop, either in sitting or in walking, and probably in both positions. As this fault is so destructive to the health and to the appearance of the pupil, the teacher should attack it at once, and with vigor.

It is somewhat of a reflection on our school-methods that this stoop of shoulders and body is, in the main, produced during the time that the pupil is in school. But then business men tell me every now and then, that they spend no little time in teaching boys and girls, that come to them from our schools, to do things in ways different from which they have been taught.

Study your boys and girls as they sit in the class-room, and you will soon get your eyes open to the fact that curved spines are being manufactured under your charge by the wholesale, day after day. Will it not be well for you to look into this matter and apply a corrective at once? You will notice that many of the pupils, especially the boys, have a habit of "sliding down" under the seats. While occupying this position the shoulders strike the back of the seat, the body rests upon the extreme front of the seat, the legs—sometimes crossed and sometimes spread wide apart—are thrust far out beneath the next desk, and the head is poised nearly in a perpendicular line. It is an easy position. Pupils frequently assume it during the time that the teacher is engaged in the presentation of a dry subject in a dull and uninteresting way. Every aspect of the position betokens mental torpor on the part of the pupil. I have seen teachers rise from a protracted holding of this position and proceed to the introduction of physical exercises that were said to be excellent for the straightening out of curved spines.

The maintenance of this position, for any length of time each day for a succession of weeks, produces the most disastrous results upon the flexible vertebral column of the subject. You see how this is. The body sags in taking the position, and frequent repetition makes the curvature pronounced.

You must stop this sliding down under the seat on the part of the pupil, or exercises tending to straighten the

body will go for naught. How will you correct it? I have always thought that the first thing necessary to the correction of a fault was the recognition of the fault on the part of the one committing it. You must get your pupils to see that they are doing wrong before you can hope to do much in the way of correcting this bad habit.

Notice your pupils during the time you are giving a dictation exercise. See if the class sways, with one impulse, forward to the work of writing the sentence given, and sits during the time of writing in a cramped position over the work. Here is another fruitful cause of producing round shoulders. This must be corrected. The body should not move during the writing of the sentence. There is a slight inclination of the head from the position of listening to that of writing as the eyes are cast downward to the work, but no movement of the body is necessary nor allowable.

There are several other causes tending to make crooked spines, that any teacher by careful study may find producing detrimental effects from day to day in his classroom, but the two I have mentioned are the ones most potent in their results.

How shall we treat these cases? First make the child see that there is an abnormal body to be treated. Let him know that you can do nothing toward its correction without his aid. Explain to him what steps you propose to take and the results that are sure to follow by this course. Cull out all that need this one line of treatment and see that they follow implicitly the directions that you give. The rest of the class may take the exercises with these pupils, but you care but little for the result there. The training will do them no hurt. I think it a good idea to give these exercises in sets of two or three minutes duration. Below is given a set that you will find very beneficial in taking the stoop out of the shoulders of your pupils.

SET A.

1. Stand erect—heels together—toes well apart—hands at side with palms outward and little fingers resting against side closely—head up—chin well up—eyes looking straight forward and about 30° upward from horizontal line. Hold this position through 16 counts.

(While the pupils are holding this position give them individual attention to see that each one is implicitly following directions. It is pitiful to see pupils attempt to take this easy posture sometimes. It is positively painful for some of them to assume it.)

2. Bring arms to extended level—body, head, and feet, as before—palms up—turn palms slowly backward as far as possible—hold through 8 counts.

(See that the pupils are trained to bring their arms to the level at once and in good form. Few pupils can do this at all without much training. Some will get them too high, others too low. See that they keep them level during the counts. As the palms go back there is a tendency to depress or elevate the arms.)

3. Arms to level—palms up—head and feet as before. With chin as before, carry the arms through 8 counts as far back as possible, without bringing them from the level position. Carry back by easy stages—hold when back through 8 counts, and then bring forward slowly through 8 counts. (This is an excellent movement if you are careful to see that the pupil has the head well elevated and that he keeps the arms level throughout.)

4. Clasp hands back of head—feet as before—knees unbent. Extend arms to a position at right angles with the body—keep head well up—carry body well back through eight counts—return through eight counts. (See that the knees are not bent in this movement.)

5. Head erect—feet as before—extend arms on a level forward—bring fore-arm up to form right angles with upper arm—fists tightly clenched—thrust arms strongly backward as far as possible—keep head well up—hold back through eight counts.

AN ATTRACTIVE SCHOOL-ROOM.

I noticed a line of boys marching down a department the other day. Every boy walked with a manly carriage and in perfect step to the music of the piano. Each one was neatly dressed, had a clean face, clean hands, and well-kept hair. There was not one boy in the line whose shoes were not nicely blacked. There were Irish, French, German, and American boys in that line.

Afterwards, in passing through the room from which they came, I found everything as neat as wax. I looked upon the room as an attractive place for children or adults. The teacher of this class is doing a good work. She is training the boys and girls of her class to a respect for themselves and their surroundings. I do not

know anything about her methods of teaching arithmetic. Perhaps they may not be very good, but I am sure that the parents of her pupils consider the regard of personal appearance, that the children are gaining under her instruction, of more importance than the acquiring of a facility in the art of extracting the square root to seven decimal places.

G.

STUDYING CIVIL GOVERNMENT.

The teaching of civil government is a branch of school work that is too much neglected. It can be made simple enough to meet the understanding of very young pupils, and it can never be too early to instruct children about a matter of such vital importance. Why should they learn the length of the Brahmapootra, and the height of Mt. Ararat, and remain ignorant of the laws of their own country and how they are made? This is an excellent way, too, to encourage the growth of patriotism, something in which this generation seems lamentably deficient.

Of course the child has learned something about government at school. There he learns that he must obey rules, and that he and each one of his fellow-students may not be a "law unto himself." From the school-room one naturally goes to the school district, the township, county, state, and country. The teacher should explain the need of some form of government. We need some authority to defend us against other countries, to protect us and our property, to coin money, to provide for education, to collect taxes, to pay the expenses of officers and to decide disputes, to provide a quarantine, to take care of roads, to survey land, etc.

There are sixty millions of people in this country, and if every man had a right to demand that things should be done, to suit himself, what confusion would exist!

The government has arranged affairs so that we have no trouble of this kind. Things are done to suit the majority of the people.

Suppose each of seven boys wanted to do a thing in a different way, of course, it would be simply impossible. But if four of them agree to do it one way, the matter is easily settled. This is the way our government is carried on.

But most people are not trained to think, about such matters, so it is better to let a few trained thinkers act for the mass of people. The people choose some one to represent them. If the person chosen is not satisfactory, he will not be chosen again. Consequently, he will do his best to suit the people who chose him.

But unlimited rule by majority would make the minority mere slaves. So the constitution (which we will learn more about by and by) protects them. They can do nothing unless allowed to do so by the constitution.

There are three departments of government, and they have pretty long and hard names, but they are not so hard when we understand them.

Legislative = making laws.

Executive = carrying out laws.

Judicial = giving justice.

We will study the legislative first:

The first lessons in government should be local, beginning at the smallest division, the school district. This first lesson should be prefaced by a little talk about the origin of public schools.

Tell the pupils that our country was settled by Englishmen who were used to seeing the church supported by taxation. So the church was a part of the government. The minister was often the school-teacher. After a time the church was separated from the government, but the school was not. Schools are now supported by a state fund or by a tax on the people of the district. The school business is in the hands of a local board of officers who vote for taxes, hire teachers, adopt text-books, settle on courses of study, fix the wages of the teacher, and make rules for governing the school. The state makes some general laws, but it leaves much to the local board.

A great deal of money passes through the hands of school officers, and those who have charge of the money have to give bonds to secure the tax-payers against loss. The treasurer of each school district must answer for the money he takes in. He cannot pay out any unless so ordered by the president or secretary, and this order must be carefully kept.

There are other duties that sometimes belong to the board; one of these is the examination of teachers. This is often done by a county officer, called a school commissioner.

Sometimes a teacher has a certificate given by the state superintendent, which allows him to teach any-

where in that state. Some certificates are first grade, some second, some third.

We will now suppose that the teacher by simple conversations has taught much that we have gone over. The next thing is to apply this knowledge, and set the pupils to find out who holds the offices in their school district. It is best not to tell them. Let them inquire. A few of the questions given below, or similar ones, should be asked every day.

Why do we have a government?

Name some of the things our government does. What kind is it? Name some other kinds. What government has England? Russia? France? Persia? How many people in this country? Can each person have a voice in the government? Why not? What is meant by a majority? Can these law-makers make any law they wish? Why not? How many departments of government? Name them. What is the meaning of each? Which one do we study first?

Do we have a school board in this town? How many officers are there? What are their names? Who is president? Who is secretary? What does each one do? Who is treasurer? Has he a right to spend the money to mend the road? To build a church? What must be done before he can pay out money? Where does my salary come from? Can the treasurer pay me what he pleases? How often do I receive my pay? Can anybody teach? What is a certificate? Who gives it? How many kinds are there? For how long is each kind good? What is a commissioner? A state superintendent? Can the trustees turn me out? Can the doctor? Can the druggist hire me? How long do the trustees serve? When is the next election of school officers?

In this way the whole field can be gone over, and much interest excited. This is studying something real; the pupils know the men who make the school board. From the school district it is only a step to the town, and this subject should be taken up next.

LITTLE PEOPLE ELSEWHERE.

A little judicious work on the part of the teacher will inspire a class with a desire to know more of the boys and girls of other nations than they can learn from the ordinary books used in the class-room.

Not long since, while pouring over a batch of illustrated papers, I formed a plan of making available for class use some of the suggestive pictures of people, homes, dresses, toys, etc., etc., that were so plenteously scattered over the pages.

I started by labeling some large envelopes with the names of different nations, and beginning anew, I cut out all the illustrations bearing on the subject, along with such reading matter as I could utilize.

Next, I spread my plan before my class. You do not know what a power a class is if bent on doing good or ill. The class responded to a pupil, and a flood of interesting material began to pour in. It was necessary to arrange and systematize the work, and a boy and a girl were named by the class to attend to this important work.

Russia was the first country brought under fire. One of Shepard's scrap-books was taken and used to arrange the illustrations and articles in. One page was given over to "The People of Russia," and under this head was arranged all the matter bearing upon the appearance, habits, dress, customs, etc., of the Russian of all classes. Many of the articles and illustrations were furnished by the pupils for this page. Then came a page devoted to "Amusements of the Russians," contributed mainly by the teacher. "Russian Schools" took up another page of the scrap-book, and this page was one of the most interesting of all.

In the mass of material that was turned over to me by the pupils were many illustrations and articles that had to do with the productions, climate, history, rivers, mountains, and lakes of the country.

One can readily see how this matter could be utilized by the teacher that is not afraid of the work, and has the welfare of pupils at heart.

POSE a question for a certain day, as, "What do you know about the boys and girls of Sweden?" Now there may be a Swedish family in your district. Some will "interview" them and then report the result. Then fix on Hungary for the next and all prepare to report what they know—even the youngest. Let the teacher not forget to call on them himself. Suppose nothing can be found out. Let it lie over for a month and correspondence be started. But keep curiously alive.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.



HENRY M. STANLEY.

FIRST PUPIL.

Perhaps no man is more talked of to-day than Henry M. Stanley, who has told us more about the dark continent of Africa than any other explorer. Very little is known of his boyhood. He was born at Denbigh in Wales, 1840, and is therefore fifty years old. His name was John Rowlands, and his parents were in very destitute circumstances. When a young boy he went as cabin boy on a ship sailing for New Orleans. While there he met a rich merchant, who took a fancy to him and adopted him, giving the boy his own name, Henry M. Stanley.

SECOND PUPIL.

But the wealthy merchant lost his property and died poor, so the young man had to shift for himself. He became a reporter for the *New York Herald*, and at once showed a decided aptness for the work. During the Civil war he had been forced into the Confederate army, but his sympathies were with the other side, and at last he succeeded in getting into the Union lines where he remained until the close of the war. After this he went to Crete as correspondent for the *Herald*.

THIRD PUPIL.

In 1869, Mr. James Gordon Bennett of the *Herald* sent him to Central Africa to find Livingstone. His orders were: "Act according to your own plans, and do what you think best, but find Livingstone."

FOURTH PUPIL.

At this time Livingstone was exploring the source of the Nile. For more than a year nothing had been heard from him, and the English government feared that he was in captivity or suffering for supplies.

FIFTH PUPIL.

When Stanley started on his search for Livingstone he went at once to the island of Zanzibar, and after collecting supplies, crossed to the mainland taking nearly two hundred men with him.

SIXTH PUPIL.

It was a terrible journey through jungles and swamps, and over deserts, with the burning sun pouring down on him. Some of his men died, and some deserted him, and sometimes he suffered for food and water. Still, he kept on, and after a journey of two hundred and thirty-six days, he reached Ujiji, a place on the great Tanganyika lake, where he found Livingstone. The story of the meeting is best told in Stanley's own words:

SEVENTH PUPIL.

"I pushed back the crowds, and, passing from the rear, walked down a living avenue of people, until I came in front of the semicircle of Arabs, in front of which stood the white man with a gray beard. As I advanced slowly toward him I noticed that he was pale, had a gray beard, wore a bluish cap with a faded gold band around it, had on a red-sleeved waistcoat and gray

tweed trowsers. I would have run toward him, only I was a coward in presence of such a mob; would have embraced him, only he being an Englishman, I did not know how he would receive it; so I did what cowardice and false pride suggested was the best thing—walked deliberately toward him, took off my hat, and said, 'Dr. Livingstone, I presume.' 'Yes,' said he, with a kind smile, lifting his cap, and we grasped hands. I then said, 'I thank God, doctor, that I have been permitted to see you.' He replied, 'I feel thankful that I am here to welcome you.'

EIGHTH PUPIL.

Mr. Stanley returned home for a while, but he soon went back to Africa to make further explorations. After a four years' stay he went to America, intending to rest and write a book describing his strange experiences. But again he was summoned, this time to the rescue of Emin Pasha, who was governor of a province on the White Nile. He was expecting an attack from the Arab Mahdi, and the governments of England and Belgium wished Stanley to go to his relief. When he reached Emin, Stanley found him undecided whether to leave his post or not, but he finally accepted Stanley's escort to the coast.

NINTH PUPIL.

The rescue of Emin was not all that Stanley accomplished during his last visit to Africa. Among other discoveries, he determined that the southern source of the White Nile is in a lake lately discovered, called Albert Edward. His work is of the greatest importance, and it is hoped that, as a result of his labor and that of Livingstone, civilized states will soon be established in Central Africa, and the slave trade abolished.

TENTH PUPIL.

Mr. Stanley always gives full credit to his comrades; he never fails to mention their bravery, their faithfulness, the manly way in which they have faced dangers, and the fortitude with which they have endured hardships. Always determined and sure of himself, he seems, like Livingstone and Gordon, to have been controlled and sustained by an ever-present, reverent, trustful faith in God.

MONTH OF NOVEMBER.

- Nov. 10.—"JOAQUIN" MILLER, b. 1841.
- Nov. 11.—THOMAS BAILEY ALDRICH, b. 1836.
- Nov. 13.—ROBERT LOUIS STEVENSON, b. 1850.
- Nov. 29.—SIR PHILIP SIDNEY, b. 1554.
- Nov. 29.—LOUISA ALCOTT, b. 1838.

The above is designed to be put upon the blackboard in time to allow the pupils to look up something about each author.

Cincinnatus Heine Miller, better known as "Joaquin" Miller, was born in Indiana. His parents moved to the Pacific coast when he was ten years old, and a few years was spent on a farm. For fifteen years he led an adventurous life among miners and Indians, but after a while studied law and became a county judge. In 1870 he went to London, where he published "Songs of the Sierras." The "songs" were well received, and he became the lion of literary circles. This volume was followed by "Songs of the Sunlands," and "The Ship of the Desert." Perhaps "Burns and Byron" is the best of his shorter poems.

Robert Louis Stevenson is a popular author, of Scottish birth. His father was the distinguished Thomas Stevenson, famous for his invention for illuminating lighthouses. He intended his son to follow his profession, but Robert cared nothing for engineering, and determined to follow literature. His "Treasure Island" is a delightful book, and one of his best known works. He is a great traveler, and is at present living in Samoa.

Thomas Bailey Aldrich is a well known poet, novelist, and journalist. He was brought up in Portsmouth, New Hampshire, and his "Story of a Bad Boy" is really an autobiography. He had a decided literary turn when a mere boy, and when only eighteen wrote "Baby Bell," one of his best poems. He began his regular literary work on the *Home Journal* of New York, and was afterward connected with the *New York Evening Mirror* and the *Saturday Press*. For a number of years he was editor of the *Atlantic Monthly*, and very recently resigned the position. Fourteen volumes bear his name,

and among them are novels, poems, and travels, all of them favorites with lovers of good books.

Sir Philip Sidney was an English statesman, soldier, author, and traveler. As was the custom for all young men of rank, he traveled on the continent, and returned home the most accomplished gentleman of his time. As a courtier he was a great success, and he was a favorite with Queen Elizabeth, who called him "the jewel of her dominions." For a while he retired from court, and wrote his "Arcadia." Although this is a fantastic production, it is well worth reading. He is also the author of "The Defence of Poesie" and some exquisite sonnets. His name is immortalized by his generous action while he lay mortally wounded on the field of Zutphen. Being very thirsty, a bottle of water was handed him to drink. But touched by the wistful look of a wounded soldier who lay near him, he gave him the water, saying, "Take it, thy necessity is greater than mine."

Louisa Alcott, a popular writer of stories, was born at Germantown, Pa. She began to teach school while very young, but like her heroine, "Jo," she was ambitious to become an author. During the Civil war she was a nurse, and "Hospital Sketches" was the outcome of her experience. While still very young, she wrote "Little Women," a book that is dear to all childish hearts, while older people find it entertaining. Much of the story is taken from her own experience or that of her sisters. "Little Men," "Eight Cousins," "Rose in Bloom," "Under the Lilacs," "Jo's Boys," are some more of her delightful books.

STORIES OF FAMOUS BOYS.

The poet Whittier began to rhyme almost as soon as he learned to read, but he told no one but his older sister about his gift. He wrote in the barn or the attic, whenever he could hide away. His father thought he was wasting his time; and might turn his attention to something that would pay better. But his sister had faith in the young poet, and unknown to him she sent one of his poems to the village paper. Whittier was working with his father on a stone wall by the roadside, when the carrier rode by and flung a copy of the paper to him. His eyes fell upon some of his own verses, called "The Exile's Departure." Below the poem was a note from the editor, requesting more poems from the same author. The editor was Wm. Lloyd Garrison, and he and Whittier soon became the best of friends.

Longfellow's first poem was not received so kindly as Whittier's. It was called the "Battle of Lovell's Pond," and was the story of a fight with Indians. He slipped the manuscript into the letter box, and stood for hours outside the newspaper office, wondering what would be the fate of his poem. It appeared next day, and the boy thought it beautiful. But a cruel blow awaited him. That evening he heard a gentleman say, "Did you see that piece of poetry in to-day's paper? Very stiff; moreover, it is all borrowed, every word of it." Henry cried himself to sleep that night. He never forgot the words, and all his life he was particularly kind to young and struggling authors.

Frank R. Stockton, when a boy, lived on a farm in Bucks county, Pennsylvania. One of the rooms of the farmhouse was called the "gun-room," and here Frank found on old gun without a lock, which had been put away as useless. He thought he could repair it, and he took it into the garden, carrying a hammer with him. Putting a percussion-cap on the nipple, he struck the cap with the hammer he had brought with him. Before the blow, he had aimed at one of his neighbor's chickens, and as the gun went off, three of the chickens dropped. The operation was not a complete success, however, for the cap flew up and struck the young marksman in the eye, nearly putting it out.

When Abraham Lincoln was a little boy he borrowed a copy of a "Life of Washington." As he read the book he began to wonder if there was not some great place in the world for him to fill. Soon after, when he was playing with some companions and making considerable noise, an old woman asked him, "Now, Abe, what on earth will you ever be good for if you keep a-goin' on in this way?" Abe thought a moment, then replied, "Well, I reckon I'm goin' to be president of the United States one of these days."

When Dr. Oliver Wendell Holmes was a boy he went to school to a stout old lady, called Dame Prentiss. She always held a long willow rod, with which she reminded the children of their duty, for it reached across the room. Sometimes, in an extreme case she made use of a ferule, and once when young Oliver was caught whittling his desk, the dame brought the ferule down on his hand with all her strength. The result was startling; it fell into pieces, and so he escaped a whipping that time. When older he went to school at the Phillips academy at Andover, where he was very homesick.

OUR TIMES.

IMPORTANT EVENTS, DISCOVERIES, ETC.

NEWS SUMMARY.

OCTOBER 7.—The Belgian minister of agriculture and public works mobbed at Brussels.—Cholera at Barcelona.

OCTOBER 8.—The *City of New York* beats the *Teutonic* on the western trip by about an hour.—President Harrison reviews his old brigade at Galesburg, Ill.

OCTOBER 9.—Gen. Barrundia's son-in-law asks damages from the United States.

OCTOBER 10.—Justice Miller, of the United States supreme court, stricken with paralysis.—Over one hundred cannon to be made for United States forts.

OCTOBER 11.—Dillon and O'Brien sail for America.—Lot Flanerry, the sculptor, completes an equestrian statue of Gen. John A. Logan.—An effort making to expel ex-King Milan from Servia.

OCTOBER 12.—Grand Duke Nicholas insane.—Portugal's new ministry convenes.

NIHILISM IN RUSSIA.

The term *nihilist* is said to have originated with Tourgieneff who applies that name in his book entitled, "Fathers and Sons," to his hero, Bazaroff. It is now applied to those who are dissatisfied with the government. Nihilism is derived from the Latin word *nihil* (nothing), giving the impression that persons so called held no beliefs of any kind; that law and religion were to them unknown quantities—things of the past. In America nihilism is usually classed with anarchism and socialism. This is a mistake, as nihilism is the outcome of years of oppression, and its object the overthrow of a despotic government. It has greatly increased in strength during recent years. In colleges and schools the young of both sexes are nearly all converts to it. The "circles" hold their sessions secretly and the candidate is required to swear that if necessary he will sacrifice self and friends for the cause. Each member contributes according to his means. The money is spent in spreading liberalism, in the purchase of arms, and in aiding those in need. One cause of the growth of nihilism is the heavy taxes and the inability of many peasants to hold their homes. The government detective system has aided it—St. Petersburg alone has over 50,000 police and spies. The system is ruining the country financially, socially, and morally. The brutal treatment of political prisoners is another fruitful source of nihilism, brothers, sisters, and fathers becoming avengers of their relatives.

THE ANTI-SOCIALIST LAW.

A few days ago the anti-socialist law of Germany expired by its own limitation after having been in force for twelve years. It was passed and kept in force at the instance of Prince Bismarck because Nobile and Hodel, the two who attempted to take the life of Emperor William in 1878, openly professed socialist beliefs. The law stifled freedom of speech and of the press, musical, dramatic, and athletic clubs that admitted socialists to membership were suppressed. Batches of socialists were expelled from the capital. Police spies were employed to tempt men into breaking the law. With all this machinery the law completely failed. When it was passed there were only nine socialists in the Reichstag. In 1889, after eleven years of legal suppression, the socialists polled 1,427,333 votes, a full million more than they cast before the suppression began, and elected thirty-five members of the Reichstag.

THE STRUGGLE FOR THE HOLY LAND.

It is clear that Palestine, so long held by the Mohammedans, is undergoing a great change. The Protestant, Roman Catholic, and Greek churches are sending missionaries there. Russia no doubt would not scruple to use the strong power of the military to further the interests of the latter. The Mohammedans show no disposition to yield easily the sacred land and city to any of these forces. There is yet another factor in the future of Palestine—the Jews. Their return to that country is being hastened by their ruthless expulsion from Russia and several other countries of Europe.

DISTRESS IN IRELAND.

There are great fears of a famine in Ireland on account of the failure of the potato crop in certain counties. Measures of relief have been started in New York and Chicago. More than three-fifths of the Irish people escape each recurring year as they began it—namely, without adding a dollar to their resources. This will continue so long as the land is owned by foreign landlords. If the potato crop fails, want stares the people in the face. The peasant puts into the ground as much as lasts a year. He cannot borrow from his neighbors if he lacks, for they are as poor as himself.

THE SIBERIAN RAILWAY.—It is reported that the Russian government will begin work at once on the Siberian railway. A Russian newspaper says it will bring about closer relations between Russia and the United States by the Pacific route. Give a nearly all-rail route between San Francisco and St. Petersburg.

THE GREAT EXPOSITION.—The committee adopted a plan

for the following departments of the Chicago fair: 1. Agriculture, farm machinery and appliances, forestry, and forest products. 2. Viticulture, horticulture, and floriculture. 3. Live stock, domestic and wild animals. 4. Fish, fisheries, fish products, and apparatus for fishing. 5. Mines, mining, and metallurgy. 6. Machinery. 7. Transportation and intercommunication. 8. Electricity and electrical appliances. 9. Manufactures. 10. Fine arts—pictorial, plastic, and decorative. 11. Music, education, literature, engineering, public works, and sociology. 12. The progress of human labor and invention. Mention some recent world's fairs.

CENSUS FIGURES.—According to the census, Wyoming has a population of 60,589, and Idaho 84,229. New Mexico has 144,862. What territories were recently made states? What is the basis of congressional representation?

BRAZIL'S ELECTION.—The elections resulted in the triumph of the government everywhere. There were 63 senators and 195 deputies elected. The newspapers were filled with electoral cards. One of the candidates took a whole page in all the principal papers in Rio Janeiro for two days, placing thereon only his name in large type.

THE NEWFOUNDLAND FISHERIES.—Millions of young lobsters have been hatched and placed in Fortune, Placentia, Conception, Trinity, Bonavista, and Green bays, in Newfoundland.

THE WORLD'S FAIR.—The Italian committee appointed to arrange for an exhibition at the Chicago fair in 1893 decided that any further effort would be useless. By reason of the new United States tariff law, very few manufacturers or others are willing to send exhibits to Chicago. Give some of the provisions of the new tariff law.

HOMELESS ANIMALS.—A refuge for homeless animals has been opened in New York. So far, about fifty homeless cats have found shelter there. The work is in the hands of ladies. What has been done in this country to protect animals from cruelty?

AT McCLELLAN'S GRAVE.—The Comte de Paris visited the grave of Gen. Geo. B. McClellan, his former commander and friend, at Trenton. He plucked a few leaves from the foot of the grave as mementoes.

NATIVES REBEL.—A rebellion broke out among the natives at Vitu near the east coast of Africa, which became the rallying point for every ruffian and malcontent on the coast line. A large armed force started from Lindi under the command of the German commissioner to conquer the inland tribes. What nation claims the country at Zanzibar and vicinity?

INTERNATIONAL COPYRIGHT.—At the International literary congress in London a report on copyright in America was presented. The defeat of the May bill was regretted. England, it was said, had shown a willingness to grant the fullest reciprocity. One speaker declared that a bill would be passed at the next session of the U. S. congress. What is meant by "copyright"?

DEATH OF A FRENCH AUTHOR.—Alphonse Karr, at one time the editor of the Paris *Figaro* and a voluminous writer of novels, died at San Rafael. His style was noted for its wit and paradoxical expressions. He had several medals won for life saving, and the cross of a knight of the Legion of Honor.

COUNTERFEITING RARE COINS.—It has been discovered that a gang has been at work near Toronto, for several years, counterfeiting rare coins, plate, etc. The counterfeits were expressed to the United States. What gives coin its value as money?

SYRIAN TROUBLES.—A party of Armenians and Druses attacked the barracks in Silensis, Syria, and blew up a portion of the buildings. Forty Turkish soldiers were killed. They afterward killed the governor and liberated all the prisoners in the jail.

ST. PAUL'S RE-CONSECRATED.—The bishop of London performed a special re-consecration service in St. Paul's cathedral to purge the edifice of the defilement caused by the suicide in it Sept. 28. According to old traditions the shedding of human blood in a place dedicated to God deprives the building of its sacred character. It was the first service of the kind ever held in the cathedral. What cities of Europe have cathedrals?

THE ZAMBESI RIVER.—There is trouble between England and Portugal again over territory near the mouth of the Zambesi river. Portugal has attempted to enlist Germany in her favor, but so far without success. What is the principal tributary of the Zambesi? What is the character of the country along its course and at its source?

ANOTHER OCEAN CABLE.—A cable will be laid between Chorillos, Peru, and Valparaiso, Chili, touching at Iquique, as an extension of the American line via Galveston. How are ocean cables laid?

OF SPECIAL INTEREST TO PUPILS.

A JOURNEY IN CHILI.—The railroads are furnished with saloon-cars the same as in the United States. The little brown-faced news boys, with a good deal of Indian blood in their veins, shouting "El Murcurio! El Heraldo!" are just as enterprising and noisy as the American type. The conductors, with their white kepis and silk dust coats, are polite, and the passengers usually well-behaved. The Anglo-Saxon element is rather surprising to the new-comer who has yet to learn that Valparaiso is an English town and that Chili has for years been more or less an English province. The costumes are as much like ours that they would not attract attention on Broadway or Regent street.

U. S. ARMY HORSES.—The government owns between ten and twelve thousand horses. They are carefully selected animals, are well cared for, and the mortality among them is not more than five per cent. per annum. Many horses in Arizona become blind on account of the alkali plains of that region. Horses for the United States service must be solid color throughout, from fifteen to seventeen hands high, between four and eight years of age, and must weigh, for artillery service, between ten hundred and thirteen hundred pounds, and for cavalry service, between nine hundred and twelve hundred pounds.

FUEL FOR STEAMSHIPS.—An expert in shipbuilding says that petroleum, or some other kind of liquid fuel, must soon take the place of coal. It would require much less space than coal and could be stored in parts of the ship that cannot now be used. The horrors of the present stokeholds would be abolished and the firemen reduced to a much smaller number. Instead of several days being required to take in the fuel necessary for a voyage, the work could be done in a few hours.

CHANGES IN JAPAN.—Great changes are now going on in the empire. A constitutional government has recently been established, with popular elections and free discussion. Foreigners will soon be allowed to go without hindrance into all parts of the empire. The people are forsaking Buddhism, the ancient religion. American and English professors teach in the universities and Japanese youths are sent abroad to be educated.

AFRICAN RIVERS.—The cataracts in the great rivers have greatly hindered the civilization of the continent. Were the Congo as navigable as the Mississippi and the Nile as free from obstructions to vessels as the Danube or the Yang-tse-Kiang, Uganda would now be sending us silk-stuffs and calico instead of ivory, and excursionists would be picnicking and wintering on the islands of the Victoria Nyanza.

A GIANT TREE.—The largest stump in Washington is located near Snohomish City. The wood is red cedar similar to that from which lead pencils are made. Its diameter is twenty feet and its area three hundred and fourteen square feet. Two years ago the stump was photographed, when five horses, standing abreast, three feet apart, and thirty men were upon it.

WOMEN AS TELEPHONE OPERATORS.—The Berlin telephone exchange now has one hundred and twenty women operators. It has been decided to use only women in future, as it has been found that their voices are much more audible than men's, owing to the higher pitch. In one of the smallest exchanges there are fifty women working eight hours a day, only the chief and inspecting staff being men.

THE HEIGHT OF CLOUDS.—Professor Moller, of Carlsruhe, finds that the highest clouds, cirrus and cirrostratus, rise on an average to a height of nearly 30,000 feet. The middle clouds keep at from about 19,000 feet to 23,000 feet in height, while the lower clouds reach to between 3,000 and 7,000 feet. The cumulous clouds float with their lower surface at a height of from 4,000 feet to 5,000 feet, while their summits rise to 10,000 feet. The tops of the Alps are often hidden by clouds of the third class, but the bottom of the clouds of the second class, and especially of the thunder clouds, often envelop them.

PARIS TO BE A PORT.—The plan to make Paris a port will soon be carried out. The Seine will be canalized so that sea-going vessels may ascend from Havre to that city. Large docks will be built northeast of Paris. It is proposed also, to connect the bay of Biscay and the Mediterranean with a canal.

VENUS AND MERCURY.—By the wonderful discovery of an Italian astronomer, Schiaparelli, it seems that both Venus and Mercury turn but once on their axis during a revolution around the sun. In the case of the former, this fact means that in the beautiful planet the people—if there be people there—are either in perpetual sunshine or eternal midnight. It is supposed that the long equatorial day is made tolerable by the heavy clouds that cover the face of the planet. The atmosphere is known to be one-third denser than that of the earth. The poles themselves, an small tract adjacent, are intensely cold, but an equable mate exists between the equator and the poles.

CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

MANUAL TRAINING AT BLOOMSBURG.

The state normal school at Bloomsburg, Pa., after a year of careful preparation along certain lines of study, has fitted up, very completely, a room forty feet square for manual training. A special teacher who is thoroughly prepared for the work, has been employed and about two hundred students receive instruction. The room has fifteen double benches, each accommodating two students, thus enabling thirty students to work in each period. Any actual work with the tools is preceded by a careful study of the nature and growth of different kinds of wood, and a full description of every tool and how to use it. For the "little folks" in the model school, there is a carefully arranged series of nail driving, and sawing.

This matter of manual training is so badly misunderstood by many, and hence so badly talked about, that we venture a few thoughts as to the object of this new field of school work. It has long been a recognized fact by leading educators, that there are certain powers of the mind which are almost wholly neglected by the past—indeed, in many cases, by the present—methods of teaching. The power of the hand to do has never been fully recognized. Pupils have been allowed to express themselves by telling only; they need also to express themselves by doing. Students leave school with minds well informed on many subjects, but with small powers of performance. They know much, but are capable of doing little.

The objects of manual training then are: (1) To vitalize thought by applying the hands to work so that they will no longer be burdensome and unfruitful; (2) to school the sense of reality; (3) to correct the one-sidedness of our present bookish education, and establish a true harmony in the proportion of studies, and (4) to remedy mental overstrain and call into active exercise the long neglected physical powers.

As a proof that some, or all, of these objects will be attained in every student, one needs but look in upon a class—male and female—as they are at work. To notice the interest taken in the work, the relaxation of mental strain, and the renewed energy with which students go to the recitation, are abundant proofs, to even the most conservative, that manual training will secure to every careful student, the objects claimed for it.

C. H. A.

POINTS ON SCHOOL MANAGEMENT.

1. I have been trying a sign language, and find it so convenient that I feel as if you ought to know. Instead of having the pupils raise their hands and tell me what is wanted, I have them raise one finger when they wish to dampen their sponges; two fingers to throw things in the stove; and three fingers to leave the room. Two years ago I heard of its being tried with success, but I doubted it. Last year I began it, and found it worked like a charm. It is so easy, and takes no time from the teacher, except to nod and say yes. 2. I have two small boys with whom I do not know what to do. They are not bad, only so restless that I can't do anything with them. They don't mean to be bad, but can't be still or keep out of mischief. 3. My greatest trouble is the whispering. I do not know what to do about it. I do not object to a little of it, but seven of my girls do nothing else and can't be talked nor coaxed into doing anything else. What shall I do? 4. How do you cure pupils of holding their arms over their faces? Last year I punished some of them, and after that I pinned their arms down, but nothing would work. I have the same trouble this year. I have asked several persons, and they all say, "PUNISH!"

1. Your idea about a sign language is very good, but you will learn, as you go on, to dispense with even this.

2. Those boys need busy work; why don't you provide it? There are a great many things that they could be set to doing which would educate them, and, at the same time, keep them still; for that is what you are evidently aiming at. Can you not let them do some molding in clay? Let each have a box—a cigar box or an envelope box will do—then give them some forms, such as apples, plums, tomatoes, potatoes, and let them mold their clay into these forms, or cut tablets of various sizes and forms out of cardboard, and let them make clay forms of a similar shape. Let each of them have a pencil and do drawing work. You will find, in the pages of THE JOURNAL and THE INSTITUTE, a great deal of direction as to busy work. Haven't you room in your building for a table, around which they can sit and work? Are you not posted on the kindergarten methods of employment? For instance, that of paper weaving. There is an endless field here that is very interesting, and children will sit for hours at work if they are directed properly. Look carefully into this field; plan for their occupation; but remember one thing—simply to lay down clay, or paper, or peas, or beans before them and say "occupy yourselves" will not be of any service; you must learn the kindergarten methods, and *learn to teach them*. There are many sorts of games—the dissected engine and dissected animals—that could be put upon tables and those boys employed. Undertake this work very intelligently, and get some of your older pupils to assist you. You will find it is profitable in the way of education, and you will have little trouble from those "restless boys." Let us hear from you when you have it in good working order.

3. You have trouble with whispering in your school because you do not wholly occupy the energies of

your pupils. Those seven girls of yours need occupation, and they need to be lifted out of the plane of life and thought which they now occupy. What you should do, then, is to furnish them with suitable occupation, and plenty of it, so that they will have to work when they come to school, and will have no time to whisper. Then you must endeavor to raise them out of their present level, to a higher one, so that they will not be thinking of gratifying their curiosities or their pleasure of talking, but find pleasure in restraining themselves, and in thought and labor. You could obtain a good deal of aid by reading "Kellogg's School Management." It is a little book, price sixty-five cents, postage paid. It has many practical suggestions bearing upon such cases as yours. But you must get "lifting power" within you.

4. By exercising a little ingenuity you will be able to reach this. Praise those whose attitude is good; don't find too much fault with those whose attitude is not. For example, when recess time comes, you can let all whose conduct has been proper rise and go out first; afterwards let the others go. This is only one of a great many devices that you can use, but don't worry over that. Be ingenious. You will notice that we do not publish the names of those who address us.

NORMAL EXTENSION.

I second the motion of Eva A. Madden, in your issue of Oct. 4, for "Normal Extension." Will you put it to vote and see if your progressive wide-awake paper will not be the first one to start the "Normal Extension" ball rolling? Never was there a truer saying than that of your correspondent: "If the great principles of education be grasped, methods will suggest themselves." Our summer schools, good as they are, do a deal of patching up with new methods, which "take" the discouraged teacher and she goes back to work with a strength built up on tones and it doesn't last. Teachers need to dig deeper and look out more broadly on educational principles. What is so good an agent as this proposed "Normal Extension"? University extension is a surprising success everywhere where it is properly managed. The proportion of the masses already reached in this way cannot fail to be a leavening power that only needs time to reach the whole lump; or, perhaps it would be truer to say, time and money. The very means which are employed in university extension could apply to "Normal Extension." Let us find some way to reach the mass of teachers who cannot go to normals or may not even *wish* to go, which is a sadder fact yet. Do write us an editorial on this, and tell us how to go to work. Other hands will be ready to help, as well as those of

St. Paul, Minn.

EVA. D. KELLOGG.

1. In what subjects are candidates for New York state certificates examined? 2. How should one proceed in the study of drawing without a teacher?

UNADILLA.

C. E. A.

I. For second and third grade certificates, arithmetic, geography, civil government, drawing, reading, composition, grammar, physiology and hygiene, American history, current topics, and methods and school economy. First grade, same subjects as above, with the addition of bookkeeping, algebra, physics, and school law. II. Put up a *SUITABLE* object and draw it. "Learn to do by doing." Drawing is a *doing* art. The suitable object will be a cube; make one of white paper, three or four inches on a side, and set it up before you: (1) Directly in front; (2) to the right; (3) to the left; (4) a little above the eye; (5) a little below the eye. Measure the dimension by holding out your pencil before you, the top in range with the top of the object and your thumb in range with the bottom. Put this measurement on the paper. Don't begin with difficult objects. You cannot take a portrait of your father if you work several years. You don't need to. See the lessons in THE INSTITUTE.

I am collecting some books to make a basis of a study of manual training. Please name some to me.

R. L. C.

We recommend Speer's "Lessons on Form," Woodhull's "Home-Made Apparatus," and "Simple Experiments for the School-Room," Woodward's "Manual Training," and Seidel's "Industrial Education."

Will you please name in THE SCHOOL JOURNAL all of the most important countries that have changed their form of government in the past ten years?

G. C.

We will assume that you mean to include cessions of territory, changes in the form of government, etc. Brazil changed from an empire to a republic in November, 1889. The Congo Free State was established July 1, 1885. Cape Colony has annexed considerable territory since 1884. Eastern Roumelia, which by the treaty of Berlin was erected into an autonomous province of Turkey, effected its junction with Bulgaria by a bloodless revolution in September, 1885. Cochin China became a French dependency in 1884, and the same nation annexed Tunis in 1883. Madagascar was made a French protectorate in 1885. Italy recently obtained the protectorate over territory bordering on the Red sea. Servia changed from a principality to a kingdom in 1882. Since 1881 the Transvaal republic has been a suzerainty of the British crown. In 1884 Egypt, by the advice of Great Britain, gave up a large part of her possessions in the Soudan. There may have been other changes, but these are all we find at present.

EDUCATIONAL NOTES.

STATE ASSOCIATIONS FOR MID-WINTER,
1890 AND 1891.

[Will subscribers please add us in making this list complete?] Connecticut.—October 16-17-18 at New Haven. A. B. Fifield of New Haven, Pres't; S. P. Williams, Plainfield, Sec'y.

Illinois.—Dec. 29, at Springfield. P. R. Walker, Rockford, Pres't; J. M. Bowly, Litchfield, Sec'y.

Indiana.—Dec. 29, at Indianapolis. W. W. Parson of Terre Haute, Pres't; Anna M. Lemon, Bloomington, Sec'y.

Kansas.—Dec. 29, at Topeka. D. E. Sanders, Ft. Scott, Pres't; S. D. Hoaglin, Holton, Sec'y.

Michigan.—Dec. 22 to 24 at Lansing. J. J. Plowman, White Pigeon, Pres't; D. A. Hammond, Charlotte, Sec'y.

Minnesota.—December—. L. C. Lord, Morehead, Pres't; Miss L. Leavens, Sec'y.

Montana.—December 3, at Helena. J. R. Russell of Butte, Pres't; J. C. Templeton, Helena, Sec'y.

Mississippi.—December 23, at Jackson. J. J. Deupree, of Clinton, Pres't; J. J. Wooten, Oxford, Sec'y.

Nebraska.—Dec. 31 at Lincoln. Isaac Walker, Fembrook, Sec'y.

North Dakota.—Dec. 29, at Bismarck. M. A. Sherley, Pres't; W. M. House, Sec'y.

Rhode Island.—Oct. 23-24-25 at Providence. Rev. W. M. Ackley, Narragansett Pier, Pres't; P. A. Gay, Providence, Sec'y.

South Dakota.—Dec. 29, at Sioux Falls. H. E. Kratz, Vermillion, Pres't.

Vermont.—Oct. 23-24-25, Bellows Falls. E. H. Dutcher, Brandon, Pres't; W. E. Ranger, Linden, Sec'y.

Wisconsin.—December; L. D. Harvey, Oshkosh, Pres't; W. J. Desmond, Milwaukee, Sec'y.

ESSEX COUNTY, N. J., has set an example that a thousand other counties should imitate, in outlining a course of study providing instructors, and organizing a class, which meets the second Saturday of each month from 9 A. M. to 1 P. M. The subjects and teachers are as follows: Principles and methods in arithmetic, Vernon L. Davey; language work and grammar, Mary F. Hyde; form study and drawing, Hobart B. Jacobs; history and principles of pedagogy, Chas. J. Major.

The following outline for study in the history of education has been printed, covering the first two lectures:

I.

Pedagogical study: its need, motive, scope, and method. 1. Define education. 2. Define pedagogy. 3. Why should teachers be expected to pursue the study of pedagogy? 4. Specify the departments of pedagogical study. 5. Of what practical value is a knowledge of the history of pedagogy? 6. Of what practical value is the study of psychology? 7. Where must we seek the true basis of school-methods?

II.

Education among the ancients—the oriental nations, the classical nations. 1-8. Why are the following designations given to the systems of education in the several countries named? 1. China, traditional, or ancestral education. 2. India, caste education. 3. Persia, state or military education. 4. Egypt, priestly education. 5. The Hebrews, theocratic education. 6. Sparta, martial education. 7. Athens, aesthetic education. 8. Rome, practical education. 9-16. From each several system specified above, what valuable elements should be found in a perfect educational system in this age? 17-24. What influences of each system above specified should we seek to avoid in our system and methods? 25-28. Specify the characteristics of the education provided by the religious system or laws of Confucius; Zoroaster; Lycurgus; Solon. 29. Describe the method of teaching pursued by Socrates. 30. What are the advantages of the "Socratic method" as it may be used in our schools?

IN SCOTLAND only professional teachers are recognized by the state educational department; all others are simply men and women. It is now proposed that the teachers of England, Scotland, and Ireland, of all classes and ranks at present employed in teaching, who can lay claim to the qualifications at present recognized, or whose services entitle them to a place in the ranks, shall be accepted as professional teachers, but that in the future, under a bill prepared for that purpose, only those who have received the certificate of the profession will be held as qualified.

THE Peabody educational fund is doing a highly useful and beneficent work. The last year has been a very successful and satisfactory one, judging from the reports recently presented. Nearly \$100,000, the income of the fund, has been expended, and the character of the men under whose guidance the affairs of the fund are wisely and discreetly managed is a sufficient guarantee that it has been put where it would do the most good.

WE have excellent reports from the Millersville, Pa., state normal school, under the efficient leadership of Principal E. O. Lyte.

THERE are many indications that that excellent organization, the Brooklyn Teachers' Association, will greatly

increase its sphere of usefulness during the coming year. Every provision will be made to cover the broad range of the past, with such additional facilities for extra subjects as the preferences of members may indicate. Attractive entertainments and able lectures will be furnished. The prospects are that the membership will be largely increased. Schools that have not elected their director for the ensuing year are requested to do so at once. The president of the association is Prin. Edward Bush, of P. S. No. 18.

THE Rankin-Richards institute at Windsor, N. C., has just entered upon its sixth annual session, with prospects of a very successful year's work. The immediate necessity for such a school is shown in the fact that it is located in the midst of the largest colored population in the state. The managers wish to add an industrial department, as the usefulness of the institution will thereby be greatly increased. The buildings also should be extended. Money is needed to make these improvements, and contributions are solicited.

THE movement of the teachers of Essex county, New Jersey, in behalf of professional instruction, will be watched with the utmost interest. Here is a normal school originating with the teachers, conducted by teachers of eminence in their various departments, and available by every teacher in the county. We predict that the teachers of Essex county are building greater than they are aware of.

THE trustees of the Detroit Museum of Art have received the sum of \$1,000 from the proprietor of the *Detroit Evening News*, Mr. James E. Scripps, with the request that the money be used to defray the cost of two years' study in one of the great art schools of Europe as a prize for the greatest proficiency displayed by any pupil in the Detroit Art Academy in the ensuing year.

THE Connecticut State Teachers' Association is held this year at New Haven, Conn., Oct. 16, 17, 18. A fine program has been laid out by President Fifield. In our candid judgment no state surpasses Connecticut in planning out an excellent meeting for its teachers.

PROFESSOR GEDDES tells Scotchmen that they are lagging behind in the great educational movements of modern civilization, and they don't believe he tells the truth.

PROFESSOR HINSDALE, of Ann Arbor, said at St. Paul last summer that there is not a nation in Europe more advanced in co-education of the sexes than England.

OUR English friends are finding out that free education is an "unqualified" success; so says the *London Star*. It has been demonstrated that this kind of education means more regular attendance, an increase in the number of scholars, decrease in imperfect private schools, and better education all around. The American people have known all of these things several years.

WE have just learned with regret, from M. L. Denton, of Kyoto, Japan, of the death of Mrs. G. D. Straight. Her name is dear to many of our readers. Will some one of her pupils reading these lines prepare and forward to us a memorial of her life work.

NEW YORK CITY.

AT a recent meeting of the Male Principals' Association at the College of the City of New York, the following resolutions were adopted regarding the late Asst. Supt. John H. Fanning:

"Whereas, It is eminently proper that this association should take some action on the death of the late Assistant Superintendent John H. Fanning, who had been, prior to his acceptance of that position, principal of Grammer School No. 12, for a quarter of a century, and during that time had been one of the most respected members of the 'Male Principals' Association; therefore, be it

"Resolved: That we hereby express our profound sorrow at the sudden removal from among us of one who had occupied the various positions, in the public schools of this city, of teacher, principal, and assistant superintendent, with great credit to himself and so much benefit to the system of public instruction.

"In all these positions, he was noted for his ability and

fidelity to duty, and earned from both teachers and pupils their respect for him as an instructor and examiner, and their esteem for him as a kind friend ever ready to give them assistance and encouragement.

"We feel that in his death the public schools have lost a faithful servant and a loyal friend; and we know that this association will miss one who while a principal was one of its most active members, and who after severing his connection with us, was at all times in heart sympathy with all our aims. And be it further

"Resolved: That we offer our sincere sympathy to his afflicted family in their sad loss, and at the same time express the hope that the recollection of his many virtues, both in public and private life, may serve to mitigate in some measure the grief at the parting."

ON one of the beautiful days of last summer, Dr. Samuel R. Percy was buried in Woodlawn. The grave was lined with smilax; the casket was covered with beautiful flowers, and when it was laid in the earth, the loving hands of Mrs. Percy cast in a number of rare exotics. Dr. Percy was one of the remarkable men of the city of New York. He was an earnest friend of public education and himself an example of what can be accomplished by a thoroughly trained intellect. He was born in England and was descended from the celebrated Northumberland Percy family. He early turned his attention to chemistry and medicine. His discoveries in the former gave him a high standing among scientific men. He received prizes from the American Medical Association for the "best essay" in the years 1863, '66, '72; also prizes from the Alumni Association of the College of Physicians and Surgeons in 1866, '67, '68; also from the New York State Medical Association. He was the discoverer many years ago of "cocaine," which lately has come into extensive use. He is very widely known as the manufacturer of "vitalized phosphites," which has been widely used by brain workers. These are but two of numerous discoveries made by him. His social qualities drew around him a circle that will long remember him. There was a charm in his conversation, an inspiration in his voice; he had a heart filled with the kindest emotions to mankind. He lived with the high purpose before him of being of benefit to others.

THE University School of Pedagogy has entered upon a new year with degrees, an endowment, and a largely increased attendance. One of the oldest principals in Brooklyn, who has been a student in this school for three years, writes this week as follows. Let it be noted and well understood:

1. That the school of pedagogy, University of the City of New York, is not a place where teachers may hear lectures like sermons, and lightly consider them.
2. This school is not a training school, nor a normal school.
3. Nor does the school consist of a chair of pedagogy occupied by one person detailed to lecture occasionally on school teaching. On the contrary,
1. It is a school where student-teachers hear lectures and receive instruction for which each one is held responsible, and where a course of reading and study is prescribed; and it is a school in which a thorough professional education may be obtained.
2. It is a school where the history of education and the psychological principles of teaching are distinctively taught, where methods and devices are clearly suggested.
3. The school is like a medical school, or a law school, having professors for the several different subjects.
4. The university has honors and degrees to be conferred on those who prove themselves worthy to receive them.
5. It is the first school of its kind in the history of education, and its effects are certain to help every teacher in our country.

The work of professional improvement is making substantial progress in this city.

HENRY KIDDLE, the former superintendent of the public schools of this city, is now suffering from partial blindness, caused by an affection of the arteries of the eye. This trouble came on first in July, and the sight of the left eye became dim. Under the treatment of a distinguished oculist he seemed to improve, but in a short time the other eye became affected in like manner, and now he cannot distinguish a letter, and dimly sees objects. His friends everywhere, and especially those in the schools, will hear of this affliction with pain. He will have the warm sympathy of a wide circle, and earnest wishes that he may recover his sight again.

ASST. SUPT. WILLIAM JONES, who for so many years has been connected with the schools of this city, has been re-elected by a "large majority." We congratulate our esteemed friend on this new proof of his ability and popularity. May he live to work many years to come.

THE veteran principal of grammar school No. 55, Dr. Thomas W. Conklin, has tendered his resignation, to take effect December 1. His service has extended over forty years. Mr. John T. Maguire takes the place of Mr. Gates as principal of No. 35; Mr. William B. Friedburg takes the principaship of No. 10; and Miss Felicia A. Griffin succeeds Mrs. Cowles as principal in No. 47.

ON October 9, in grammar school No. 16, Miss Sarah C. Sniffer celebrated the completion of twenty-five years' service as a teacher in the public schools.

THE Association of Graduates of the State Normal Schools will meet at 9 University place, New York, on Saturday, Oct. 18, at 2:30 P.M. Supt. W. J. Ballard will present the subject of "Physical Training in the Public Schools." The program of the work for the year will be announced.

FOREIGN NOTES.

GERMANY.—The German Empire spends 5,440,400 marks or \$1,360,100 for the annual maintenance of its military schools, and 161,800 marks, or \$40,470 for its naval academies. These figures are taken from the latest reliable source, the appropriations just passed in the "Reichstag." These are the only educational institutions maintained by the empire as such. All others are maintained by the separate states. The total amount appropriated for army purposes is 385,523,900 marks, or \$96,380,930, and for the navy 38,267,400 marks, or \$9,566,850. Or a total for army and navy of \$105,947,800 for 1890-91. This total includes the sums appropriated for military and naval academies.

AUSTRIA.—The oldest teachers' society of Austria is the "Society of Principals and Rectors of the People's Schools of Vienna," which was founded in 1795 under the name of "Society of Teachers of the Trivial Schools in the Suburbs of the Capital of Austria." Compared with this oldest club, our American teachers' associations, some of which date back to 1850, do not seem old, but then, popular education itself is really not over one hundred years old, even in Austria, while in Prussia it dates back to 1713, the year in which the first compulsory attendance law was issued.

It may be of interest to know what the law students in Austrian universities must study to enable them to enter civil service, or obtain the degree of I.L.D. *First year*—German history, history of German imperial law, Roman history, and history of Roman law. *Second year*—Canonic law, philosophy of law and encyclopedic of the sciences of law. *Third year*—Austrian civil law, criminal law, and national economy; also science of finance. *Fourth year*—Austrian court practice, general administrative practice and commercial law, Austrian statistics and ministerial orders in their relation to law. Through all these, regular and prescribed lectures go like threads—practical philosophy, Austrian history, and universal history, ancient, middle age, and modern. This is a remarkable course of study, but it is a fair sample of what is done in German and Austrian universities.

OUR TIMES is an eight-page paper published by E. L. Kellogg & Co., intended to aid in the study of current events in the school-room. The selections are made with great care, only those topics being chosen that are of national or world-wide interest. Sensational items are avoided. The latest discoveries, inventions, etc., are chronicled, and there are questions that open up interesting fields of investigation, encouraging the pupil to read and think, and at the same time showing him what is worth reading. The October number of this paper has just been issued. A sample copy is sent with this issue. The price is thirty cents a year, subscriptions being taken for the year only. With THE JOURNAL for \$2.75, a year.

THE new volume of THE TEACHERS' PROFESSION begins with the October number, which has sixteen pages. The paper proved so helpful to teachers last year, and was in such demand, that it was found necessary to double it in size in order to introduce certain additional features. The material contained in it is both informational and professional. Teachers who wish to improve cannot afford to do without the examination questions and answers for the different grades of teachers, that will be published during the year. In addition to these, the current number contains articles on educational history, psychology, editorials, etc. It is only fifty cents a year. Send to E. L. Kellogg & Co. for a sample copy.

In thousands of homes Hood's Sarsaparilla is constantly kept as a family medicine. "Try it."

BOOK DEPARTMENT.

NEW BOOKS.

SIDNEY'S DEFENCE OF POESY: otherwise known as an Apology for Poetry. Edited, with introduction and notes, by Albert S. Cook, professor of language and literature in Yale university. Boston: Ginn & Co., 143 pp. 90 cents.

The poetry and nobility of Sidney's nature and the winning courtesies in which his gentle magnanimity expressed itself, took captive all hearts while he lived, and have since kept sweet his memory. He was the highest specimen of the cultivated Englishman. This has helped his literary reputation, although his works have sufficient merit to make them remembered. "The Defence of Poesy," his chief work, was written in 1595. Sidney appears as a link between the soundest theory of ancient times and the romantic production of the modern era. What he outlined, Shakespeare and Spenser executed. The work of the editor of this volume has been to place the student of English literature at the point of view from which he can rightly judge of the merits and relations of Sidney's disquisition. The introduction contains a sketch of his brief, but brilliant career; and some remarks on the date of the composition of the work, and also on his learning, style, and theory of poetry, closing with paragraphs regarding his followers and imitators. A very thorough analysis of the "Defence" and very copious and carefully prepared notes are given. The modern spelling and punctuation have been substituted, except in certain places where it was necessary for critical or antiquarian purposes to present the quotations in their original form.

BEST THINGS FROM BEST AUTHORS. Volume VI. Comprising Numbers Sixteen, Seventeen, and Eighteen of Best Selections. Philadelphia: The Penn Publishing Co.

This volume is made up of three parts, each containing about two hundred pages of prose and poetry—wit, wisdom, and humor—for home reading or for use in schools and at entertainments. Many of the selections are old favorites, such as "Lincoln," by James Russell Lowell; "Alexander's Feast," by Dryden; and "To a Water-fowl," by Bryant, but most of them are by authors who have lately come into prominence. Among those represented are Wallace, Depew, Talmage, Alcott, Powderly, Bruce, Carleton, Riley, Cleveland, O'Reilly, Tourgee, Burdette, Hay, Sangster, Stanley, and others. A gem is often seen floating around in the periodical press and one wishes it might be preserved without the trouble of keeping a scrap-book. Here is a collection of the latest and brightest of this literature, compiled by those who have the best facilities for gathering it. The selections are pure and healthful, and what is more, are short enough to be read at a single sitting, and may be used to fill in odd spells when the mind is wearied and needs recreation. The volume is substantially bound in cloth and excellently indexed.

FABLES, ANECDOTES AND STORIES FOR TEACHING COMPOSITION. Boston School Supply, publishers. 184 pp.

The author holds the opinion, and experience seems to confirm it, that the teaching of composition may be begun in the lowest classes in the schools. As soon as a child has learned to make a connected oral statement he has begun the work of composition, and writing it down does not add or take away from the quality of the result. The hardest thing to learn is to connect these statements together; this requires that he shall have full possession of the matter and of the order, or plan, or form. It is thought advisable in using this book to make the pupils, first of all, give the skeleton or outline. The matter contained in the book is of great variety and such as is likely to interest the younger pupils. There are Aesop's fables, stories of historical character, stories of heroism, stories of adventure, etc. They are well selected and calculated to arouse and retain the interest of young children. Each story is numbered and is followed by an outline; if long it is divided into parts and an outline for each part is given. The stories, at first easy, gradually increase in difficulty to suit the child's increasing skill in composition. A list of "Subjects for Short Papers," will be found useful after the pupils have had some experience in writing. A short space is devoted to "Specimens of Letters," and there are also given "Simple Rules for Composition." Teachers will find the book a very useful one.

A COMPENDIOUS FRENCH GRAMMAR. In two Independent Parts (Introductory and Advanced). By A. Hjalmar Edgren, Ph.D. 293 pp. \$1.20.

The author prepared this volume with special reference to the requirements of American schools and colleges, and it is intended to meet the need of an easy and rapid introduction to reading, and of a critical exposition of both grammar and syntax. It is divided into two parts, each forming by itself an independent whole. The first part contains merely an elementary outline of the essentials of French pronunciation and accidence, as well as accompanying exercises. The rules are few and simple. The second part is intended for a more critical study of the language after reading has been begun. Grammar and syntax are presented methodically, each by itself, exercises being arranged separately at the end of the book. The rules have been made concise, and the leading features of such difficult topics as the irregular verbs and the subjunctive are briefly outlined by themselves before details are given, lest the student become confused. A brief sketch of the main features of the historical development of actual forms has been included in Part II. It is presented in the merest outline only, as a suggestive introduction to the actual laws of language.

THE STORY OF SCOTLAND. From the Earliest Times to the Present Century. By John Mackintosh, LL.D. New York: G. P. Putnam's Sons. 336 pp. \$1.50.

This is one of the "Story of the Nations" series that already includes over thirty volumes. The author of the story of Scotland certainly had an inspiring subject, for there is no country about which clusters more romance than about this land of the canny Scots—where Bruce and Wallace fought, and Scott and Burns wrote their immortal works. Like most countries, Scotland has its legends extending far back to the twilight of history. The original inhabitants were a Basque race that spread over the greater part of Europe before the arrival of any Aryan race. The traces of their occupation of several parts of Britain are scanty, consisting of stone objects and tools, and human remains. The story goes that the Scotch monarchy was founded by Fergus I, three centuries before the Christian era, and that he was succeeded by one hundred and ten kings. It is highly probable that the Celtic race occupied Scotland in the polished Stone Age, and gradually subdued and absorbed the race which had preceded them. About the first authentic record we have of the Caledonians is when, in the year 78 A. D., they offered such a vigorous resistance to the Roman legions under Agricola. The wars between the tribes, the introduction of Christianity, the struggle with the Norsemen, etc., are themes treated in the early chapters. Then comes accounts of the heroic struggle of Bruce and Wallace for independence, and of the tragedy of Queen Mary. The more recent history is given considerable space, the author treating fully the social, moral, and intellectual phases in the life of this remarkable people. As in all the books of this series, the illustrations are excellent. There is a fine map of the country: pictures of coins and seals; portraits of Robert Bruce, James V., John Knox, Queen Mary, Dr. Chalmers, Carlyle, Scott, and others; and illustrations showing various localities and objects of interest.

ELEMENTARY COMPOSITION EXERCISES. By Irene Hardy, of the Oakland high school, Cal. New York: Henry Holt & Co. 169 pp.

This book is the result of a long experience in teaching classes of various grades, ranging from primary to senior high schools. We therefore naturally look for a practical work, and certainly are not disappointed, for one finds that from beginning to end it is full of useful suggestions. The author has a high estimate of the value of composition in the school. She says: "Were the first ten, perhaps twelve, years of a child's life given to the acquisition of language-power, and consequent general knowledge and intelligence, through writing and reading books (real books, not scraps), the necessary 'common branches' could be mastered in a comparatively short time, and without that sad drudgery which wastes both teacher and pupil, and to so little purpose." Starting on the assumption that the child when first attending school knows, as a rule, very few words outside of those gathered on the playground and in the home she begins with very simple exercises and gradually introduces more difficult ones. The sentences concern those objects that are familiar to the pupil. For instance, under "Word Exercises" we have words suitable to primary pupils and those intended for pupils who are more or less familiar with books. The author next takes up phrases and clauses, natural objects, domestic animals, plants of the streets, the landscape, phenomena of nature, local geography, local history, personal experiences, building the school-house, domestic manufactures, the home, pantomimes, pictures, paraphrasing, lessons from poems, a daily journal, etc. It is rare that one finds a little book with so much in it of value in the school-room. A decidedly literary turn is given to the work from the beginning by references to English classics.

THE UNIVERSAL HOUSEHOLD CYCLOPEDIA. A volume of universal ready reference. New York: F. M. Lupton, publisher, 106 and 108 Reade street. 544 pp. Paper, 50 cents.

The divisions of this book relate to home decoration, etiquette, artistic embroidery, the nursery, lace making and crochet, decorative painting, home amusements, cooking, ladies' fancy work, floriculture, care of the sick, the toilet, the laundry, etc. There are numerous illustrations. A book containing so many things that people want to know cannot fail to be in great demand for reference in the home.

LATIN PRONUNCIATION. A Short Exposition of the Roman Method. By Harry Thurston Peck, M.A., Ph.D., professor in Columbia college, New York: Henry Holt & Co. 38 pp.

It has been the aim in this volume to give in simple form the main facts bearing upon the question of the Roman method of pronunciation. The Roman method of pronouncing Latin has now received the approval of all Latinists of authority in Europe and America, as giving substantially the pronunciation employed by educated Romans of the Augustan age. The subject is treated under the heads of "Sources of our Information," "The Latin Alphabet," "Sounds of the Letters," and "Sounds of the Diphthongs." A bibliography is given at the end for those who may wish to pursue their investigations further.

SPECIAL DAY EXERCISES FOR SCHOOLS. Selected and Arranged by Henry R. Pattengill. Lansing, Mich.: Henry R. Pattengill, publisher. 128 pp.

This is a collection of school exercises for various occasions, including Decoration day, Mother's day, Michigan day, Arbor day, etc. There are also exercises

on Franklin, Whittier, and Lincoln. The long, illustrated flag exercise, with which the volume opens, is an excellent one to inspire patriotism.

REPORTS.

SEVENTH ANNUAL REPORT OF THE BUREAU OF STATISTICS OF LABOR OF THE STATE OF NEW YORK, 1860. Charles F. Peck, commissioner. Albany, James B. Lyon, state printer.

This report is devoted to a resume and tabulation of the strikes, lockouts, and boycotts for the five years, 1855-59, in their various forms of manifestation, with causes, results, and costs, both to employers and employed. The investigations in five years of strikes have covered 334 distinct trades and industries, and the number of establishments that have been visited or addressed in relation to strikes has covered a total, by actual count, of 11,052. The total number of strikes in the five years was 9,384. Of these 5,866, or about 62.5 per cent., were successful. About 82 per cent. of the strikes against an increase of working time were successful. The predominating causes of strikes were wages and hours of labor. There is an article giving the general features of strikes, containing extracts from the constitutions of trade and labor organizations relative to them. The appendix contains extracts from the laws of New York in regard to labor.

ANNOUNCEMENTS.

D. LOTHROP COMPANY have just published "In the Riding School," by Theo. Stephenson Browne; "Far West Sketches," by Jessie Benton Fremont; "Stories of Famous Precious Stones," by Mrs. Goddard Orpen; and "On the Hills," by Frederick Starr.

THE SCRIBNERS announce the publication of two little volumes, by Eugene Field, entitled, "A Little Book of Western Verse," and "A Little Book of Profitable Tales."

THE CASSELL PUBLISHING CO. have in press T. Wemyss Reed's "Life Letters, and Friendships of Richard Monck-Milnes, Lord Houghton."

S. CRIGG & CO. are about to issue a popular work on the literature of India, entitled "Hindu Literature," or The Ancient Books of India," by Mrs. Elizabeth A. Reed.

DODD, MEAD & CO.'s recent publication, "Ardis Claverden," by Frank R. Stockton, is a story of Virginia, a country the author knows well.

JOHN B. ALDEN issues a volume entitled, "In Potiphar's House," a book of warning and counsel to young men.

G. P. PUTNAM'S SONS' book of travels, "Holland and its People," by Edmondo de Amicis, translated from the Italian, by Caroline Tilton, is a very fascinating work.

T. Y. CROWELL & CO.'s "The Salt Master of Luneburg," by Julius Wolff, is a story that carries one back to the old times of master and apprentice.

MACMILLAN & CO. will publish early next month in their adventure series "The Buccaneers and Marooners of America," being an account of the famous adventures and daring deeds of certain notorious freebooters of the Spanish Main, edited and illustrated by Howard Pyle.

D. APPLETON & CO. offer a book, entitled, "Dragon-Flies versus Mosquitoes," that will throw a new light on the mosquito question, and thus it directly concerns the comfort of millions of our people, and the money value of millions of acres of real estate.

MAST, CROWELL & KIRKPATRICK's (Philadelphia and Springfield, Ohio) handsome oil chromo, "Christ Before Pilate," is given as a premium by Farm and Fireside, of Philadelphia. Every one has read something about the handsome painting by Munkacsy. This fine copy of it will find its way into many homes.

MAGAZINES.

Andrew Lang, scholar and wit, is the subject of the engraved portrait in the October Book Buyer. The sketch gives a good idea of the personality of the man as well as of his career as an author. Rudyard Kipling, whose portrait appears also in this number, is described in a sympathetic article. The literary notes and the reviews of the new books, with many illustrations from them, give the reader a pleasant foretaste of the good things which the publishers have in store for the holidays.

"An Adirondack Camp," by Margaret Sidney, in the October Wide Awake, chronicles a very jolly outing. The number contains two remarkable martial stories—one of the war of 1812, by Olive Risley Seward, the other of the Civil war, by Harriet Prescott Spofford.

We have received the Educational Exchange of Birmingham, Ala., for July, August, and September, containing proceedings and papers of the Alabama Educational Association held June 24, 25, and 26, 1860. This report covers one hundred and sixty pages, comprising addresses and essays by many prominent educators. The address of welcome was delivered by Pres. J. W. Morgan, of Montgomery, and the annual address by Pres. O. D. Smith. The following were among the papers read: "The Unification and Development of our Educational Forces," by Dr. E. R. Eldridge; "The Industrial Feature in Education," by Prof. F. M. Root; "School Government as a Means of Moral Training," by Mrs. S. F. H. Tarrant; "Suggestions for Teaching Science in the Public Schools," by Prof. M. C. Wilson; "Study of English Literature," by Prof. C. C. Thach; "The Relation of Church and State to Higher Education," by N. T. Lupton; "The Legal Status of the Public Schools," by Hon. Solomon Palmer; "The Practical Value of a Liberal Education," by Prof. F. M. Peterson; "Language Work in Primary Grades," by Elizabeth Hibben; "Limits of Elementary Education," by Pres. Geo. R. McNeil; "Number Work in Elementary Schools," by Miss M. J. Moore; "Causes of Mental Impairment in High School and College Life," by Prof. G. W. Macon; "State Certificates," by Prof. E. R. Eldridge; "Uniform Course of Study in our Normal Schools," by Prof. J. W. A. Wright; "County Supervision, Actual and Ideal," by Supt. Hurst; "Examination of Teachers," by Prof. W. F. Griffin. Here is a collection of essays from which the teachers of Alabama can get many practical suggestions.

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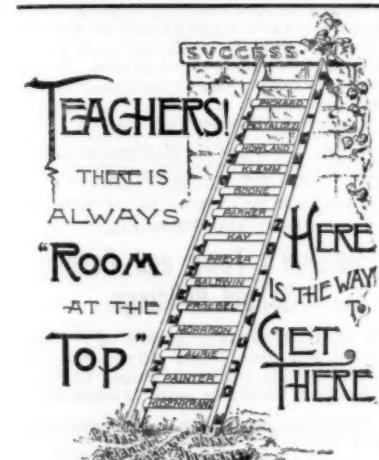
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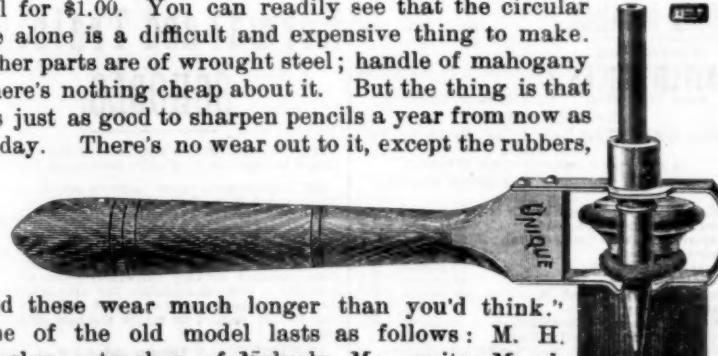
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A Newton, Mass., young lady saw a peculiar feature in a church in a Maine town which she visited this summer. Hearing the cooing of a dove, she looked around and saw a white dove perched on the organ and listening to the music with great appreciation. She learned afterward that the dove had been a regular attendant at church for eight or ten years, being attracted by the music, of which it was very fond. It was twelve years old, and was the pet of a lady who lived near. After church the dove was taken to a Sunday-school class by a boy, and seemed to enjoy the proceedings. Unlike many church-goers, the weather made no difference to the dove, but every Sunday, summer and winter, it was at its post on the organ.

A horse did a very remarkable thing recently by swimming a mile and a half across New Haven harbor. The horse and its mate ran away with a heavy truck wagon to which they were attached, and plunged into the water. One of the horses was killed, but the other extricated himself from the harness and struck out for the East Haven shore. Longshoremen followed in a rowboat, catching up with him about three hundred feet from the dock. The horse paid no attention to the boatmen, and kept on swimming in a straight line. About a quarter of a mile from the dock he struck mud and foundered. He was helped up by the men in the rowboat, however, and again started for the shore. A short distance further on he again struck a mud bank, and rolled over on his back. The spectators on shore thought he had gone down for good, but the next instant he came to the surface, and, clearing the reef, found a firm foothold and walked ashore.

The Augusta (Me.) Journal says: "The story going the rounds regarding a cat that digs angle worms and then buries them near its own hiding place, and when the birds come to catch the worms, the cat catches the birds, has a rival in that of a dog whose mate, though larger and able to monopolize the most toothsome bone, is yet possessed of a very excitable temper for game. When he finds and proceeds to munch his bone to the exclusion of all others, the former canine goes a short distance, barks furiously up a tree or by a hole in the ground. When his monopolistic friend finally becomes so excited as to leave his bone and join the hunt for supposed game, the former rushes back, seizes the bone thus left, and scurries away with it."

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A correspondent of the Frankfurter Zeitung, writing from Sophia, relates the following: "Early Thursday morning we saw an unusually large number of eagles, probably about two hundred, taking their flight toward the mountains of the Jantra. A crowd of persons watched the spectacle; and the crowd greatly increased a few hours later, when a number of storks, no fewer than three hundred, flew straight toward the regiment of eagles, evidently bent on war. In an instant eagles and storks were mingled in deadly affray. It was a fearful combat. Every now and then a wounded or dead bird, stork or eagle, fell to the ground. The battle lasted for nearly an hour, when the two armies, apparently weary of fight, flew off in opposite directions. Upon a rough reckoning, it was estimated that at least a third of the combatants fell in the severe struggle. The prefect sent some men up into the mountains to count the dead eagles and storks. The people are quite eager to know which of the two armies was victorious. Probably, as in many wars of unfeathered bipeds, the advantage lay on neither side."

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